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ABSTRACT

This report is the third annual accountability report of Connecticut's state system of higher education. The report contains accountability measures for each unit of the system and performance improvement targets on six priority state-level goals. The new reporting structure, inaugurated in this report, has a three-level structure: 12 state-level indicators; the Common Core of Institutional Indicators, contains 10 indicators; and institution specific indicators. The four constituent units of the state higher education system are: (1) the University of Connecticut; (2) Connecticut State University; (3) the Community-Technical College System (12 community colleges); and (4) Charter Oak State College, a nontraditional college for adults. The report provides updated baseline data and peer institution comparisons for measures reported in the past and the new measures introduced this year. Each of the constituent reports in this document was developed and presented by the constituent unit. An index provides a listing of each measure by goal and its location in the report. One attachment describes the improvement targets, and the other contains a list of Task Force members. (Contains 51 figures and 59 tables.) (SLD)

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Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

ED 476 883

2003 REPORT

Higher Education Counts:

Accountability Measures for the New Millennium

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2003 REPORT

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2003 REPORT

Preamble

Preamble

The primary mission of Connecticut higher education is to provide high quality, relevant educational opportunities at all academic levels which collectively:

- ensure access for all qualified Connecticut residents both geographically and financially,
- encourage individual growth and development,
- meet the workforce needs of the State's economy,
- are cost-effective, and
- demonstrate unequivocal high performance

To accomplish these goals, Connecticut relies upon an abundant array of public and independent institutions. The public sector, in particular, is a vital public enterprise that, like other systems across the nation, has multiple purposes, goals and expectations. These include, among other things, the education and training of students for future success; research, development and dissemination of new knowledge; and public service in the form of cultural events, community assistance and outreach. It is composed of four separate constituent units that offer a wide array of programs and services ranging from short-term certificate and associate degree to professional and doctoral degree programs. Each of these constituent units has a distinct mission and makes a unique contribution to the state's citizenry:

> The ***University of Connecticut*** is a land and sea grant public research university. As such, it offers a wide range of undergraduate and graduate curricula. It has responsibility for offering doctoral degree programs in all fields and for post-baccalaureate professional degree programs in areas such as agriculture, dentistry, engineering, law, medicine and pharmacy. Research and service to enhance social and economic well being are major activities of the university in a broad range of fields such as medicine and dentistry; physical, chemical and biological sciences; humanities; and applied professional programs.
>
> The ***Connecticut State University*** consists of four comprehensive state universities located in four geographic regions of the state. Its primary mission is to educate students of all ages and all socio-economic backgrounds through affordable and accessible baccalaureate and selected masters' and sixth year degree and certificate programs. It has special responsibility for teacher training, professional development and graduate education through the sixth year, and currently is piloting an education doctorate (Ed.D).

The ***Community-Technical College System*** consists of twelve community colleges that are located in every area of the state and serve as active and responsive partners in the academic, economic and cultural lives of their respective communities. The colleges provide occupational, vocational, technical, and technological and career education; community service programs; and programs of general study for college transfer that represent the first two years of baccalaureate education including, but not limited to, general education, remediation and adult education.

The Board for State Academic Awards operates ***Charter Oak State College***, which is a nontraditional college designed to provide adults with an alternative means of earning degrees of equivalent quality and rigor to those earned at other institutions of higher education. Currently, the College awards four degrees at the associate and baccalaureate levels. It also provides and promotes learning through a variety of means such as electronically and computer-mediated instruction, and video. It also operates the ***Connecticut Distance Learning Consortium*** that provides a single point of presence for distance education and a high quality technology infrastructure for web-based delivery of courses and programs for Charter Oak's own courses, as well as offerings of many other public and private college partners.

It is because of these special and, in many cases, unique roles that comparisons among these constituent units on measures of accountability are often inappropriate, and should be avoided whenever possible. Instead, it is more appropriate to compare the performance of our public colleges to that of similar or peer institutions. It is for that reason that the Board of Governors and the General Assembly, through the passage of Public Acts 00-220 and 01-173 , have required an approved set of comparable or "peer" institutions that have similar missions, roles and characteristics. It is against these peers that comparisons in the following accountability report are made for each institution and constituent unit, while no comparisons among constituent units are provided. In an effort to highlight the performance of the system as a whole, however, the report does contain an array of "state-level" and "common core" measures that portray performance improvement on our state goals.

2003 REPORT

Introduction

Introduction

This report represents the third annual accountability report of Connecticut's state system of higher education. The first report was prepared in 2001, as required under Public Acts 00-220 and 01-173. Annually, each constituent unit of higher education must submit an accountability report to the Commissioner of Higher Education by January 1st. The Commissioner, in turn, is charged with compiling these reports, and transmitting a consolidated accountability report to the Joint Standing Committee on Education by February 1st. The report must contain accountability measures for each unit and for the system and, beginning in 2002, performance improvement targets on six priority, state level goals:

1. *To enhance student learning and promote academic excellence;*
2. *To join with elementary and secondary schools to improve teaching and learning at all levels;*
3. *To ensure access to and affordability of higher education;*
4. *To promote the economic development of the state to help business and industry sustain strong economic growth;*
5. *To respond to the needs and problems of society; and*
6. *To ensure the efficient use of resources.*

New Reporting Framework and New Measures

In response to recommendations of the Board of Governors and feedback received from external constituencies and the General Assembly, the Department of Higher Education, in conjunction with the Performance Measures Task Force (PMTF), revamped the accountability reporting framework for this year's report. **The objective of the redesign is to streamline the report by reducing the overall number of measures being reported, addressing issues of consistency in measurement, and focusing on the most critical external indicators.** The new framework creates a structure with three levels of indicators:

1. **State-Level Indicators:** measures which relate to the overall system of higher education

2. **Common Core of Institutional Indicators:** a common set of indicators reported by all institutions

3. **Institution Specific Indicators:** measures which highlight each institution's unique role and mission within the State

State-Level Indicators have been reduced from a total of 21 measures to 12. These are contained within the BGHE section in the first section of the report.

The **Common Core of Institutional Indicators** consists of a set of 10 identical core indicators arrayed across the six statewide goals that are reported by every unit for every public institution, as listed below. Most of these measures were reported previously, but not by every constituent unit and not necessarily using the same definitions. These indicators are identified as a *Common Core Performance Indicator* in the definition header and the reader will find these measures reported first under each goal.

State Level Goal	**Common Core Performance Indicators**
Goal 1: To enhance student learning and promote academic excellence;	▪ Licensure and certification exam performance
Goal 2: To join with elementary and secondary schools to improve teaching and learning at all levels;	▪ Collaborative activities with public schools
Goal 3: To ensure access to and affordability of higher education;	▪ Minority Enrollment by ethnic group compared to state population ▪ Operating expenditures from state support ▪ Real Price to Students (Tuition and mandatory fees for a full-time, in-state undergraduate student as percent of median household income)
Goal 4: To promote the economic development of the state to help business and industry sustain strong economic growth;	▪ Degrees conferred by credit program
Goal 5: To respond to the needs and problems of society;	▪ Non-credit registrations
Goal 6: To ensure efficient use of resources	▪ Real Cost per Student ▪ Retention Rate ▪ Graduation Rate (4 year institutions: 4 and 6 year; 2 year institutions: 3 year)

During summer 2002, new **Institution Specific Indicators** were identified to highlight each institutions unique role and mission, resulting in a reduction in the overall number of measures for each unit, as well the honing of several others. A number of new indicators not previously reported also are included as data was available for the first time. The reader will find these measures reported after the common core indicators for each goal. Overall, the new revised list of measures, including the ten common core indicators, represents a reduction of 22 (21%) from 106 to 84 measures across the four constituent units and the BGHE.

3rd Report Focus

In addition to providing a more common and streamlined document, this report provides updated baseline data and peer institution comparisons for measures reported last year, and data on several new measures included for the first time this year. You will note that each institution has identified performance improvement targets for a number of their respective measures. A list of those measures where targets have been set is summarized in Attachment A. These targets were selected after careful analysis of performance trends, comparisons to peer institutions and consideration of institutional objectives. Generally, the anticipated timeframe to reach the improvement target is five years. In some cases, however, results are expected sooner and, in a few cases, later.

While this third report represents yet another next step, and an extremely important one, in the quest for improved accountability and performance, the Commissioner would like to reiterate that accountability reporting is a dynamic and evolving process. Work to ensure that the higher education community can demonstrate that it is meeting state needs and priorities must continue. This will require continual re-examination of measures to reaffirm their appropriateness, incorporation of external feedback to ensure measures are capturing performance that is meaningful to external constituencies such as the General Assembly, and development of more mechanisms to gauge true outcomes, particularly in the area of student learning and business and industry satisfaction. In the latter case, this development will require resources that are currently not available.

Unit Report Presentation

The Commissioner would like to emphasize that each individual constituent unit report was developed and presented by that unit, not the Department of Higher Education as current legislation provides. While the Department worked in collaboration with each unit to enhance consistency, clarity and fullness of analyses, the reader will note important and intentional differences in report focus, style and, in some cases, presentation.

For easier navigation of the report, a complete listing of each measure by goal, along with its location within the report, can be found in the index in the back of the report.

Performance Measures Task Force

The development, data collection, analysis and presentation of the accountability measures contained in this report are largely the work of the members of the Board of Governors' Performance Measures Task Force (PMTF). Established in the summer of 1998, the group consists of representatives from each of the constituent units, Connecticut independent colleges and the Department of Higher Education (see Attachment B*)*. The PMTF has invested numerous hours to ensure that the measures are appropriate, sound and reliable. One of the major drivers of the group's work was the desire to foster a better understanding of higher education's contributions to the state, spotlight successes and promote continued improvement in student learning and service. The Commissioner would like to take this opportunity to especially thank this group for its continued dedication and commitment to producing this next report, and looks forward to its future contributions

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

2003 REPORT

Board of Governors for Higher Education

System-Level Measures

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Board of Governors for Higher Education

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Overview

The primary mission of Connecticut higher education is to provide high quality, relevant educational opportunities at all academic levels which collectively ensure access for qualified Connecticut residents both geographically and financially; encourage individual growth and development; meet the workforce needs of the State's economy; are cost effective and demonstrate unequivocal high performance.

The Board of Governors for Higher Education serves as the statewide coordinating and planning authority for Connecticut's 46 colleges and universities. The public system of higher education consists of 18 degree-granting institutions organized into four constituent units: the University of Connecticut (UConn), including its Health Center, Law School and five regional campuses; the Connecticut State University, consisting of four regional state universities; the Connecticut Community-Technical College System consisting of twelve community colleges; and Charter Oak State College, the state's only external degree-granting institution. Twenty-seven independent colleges and universities, the U.S. Coast Guard Academy and numerous private occupational schools also serve Connecticut.

In fall 2002, nearly 170,000 students were enrolled in Connecticut's public and independent colleges and universities. The public system served about 64% of these students with 26% utilizing the Community-Technical College System, 21% the Connecticut State University and 15% the University of Connecticut. The remaining 36% enrolled at one of Connecticut's independent colleges.

The system awarded some 30,498 degrees and certificates in 2001-02, up 2.7 percent from last year. The annual number of students earning degrees is just over three percent higher than a decade ago. About half of the students earned degrees at the baccalaureate level, followed by those with master's (28%) and associate degrees (15%). The top five degree-producing programs continue to be business, education, health professions, social sciences, and liberal arts and sciences.

Connecticut taxpayers provide about $584 million in direct appropriations to support its higher education system, and another $178 million in direct employee fringe benefits. This includes funding for the day to day operations of our public college system, and state financial assistance to students attending both independent and public colleges and universities. They also contribute a significant level of tax-supported bond funding to finance the construction and renovation of public higher education facilities, library acquisitions and endowment fund matching grants. In FY 2003, total bond authorizations for the system approached $200.9 million, or about 15% of total state bonding.

On behalf of the entire higher education community, the Board of Governors would like to thank Connecticut citizens for continuing their commitment to ensuring a high quality and accessible higher education system.

Methodology

The accountability measures contained in this section are intended to focus on higher education's performance from a statewide perspective. For each major goal, the system level measures attempt to provide the reader with an understanding of how well the state system is performing. Where possible, comparisons to other state and national trends are provided. The sources of these data are identified below each table.

Performance improvement targets have been identified for many of the system measures after careful analysis of the pertinent performance trends, comparisons to national and regional benchmarks, and consideration of system and program objectives. Generally, the anticipated timeframe to reach the improvement target is five years. In some cases, however, results are expected sooner and, in a few cases, later.

It is important to note that these measures rely heavily on existing data sources. And, as noted in the report introduction, there is much more to be done to develop even more meaningful measures that focus on actual outcomes. In particular, the Department would like to develop better measures of student learning and of employer satisfaction. Unfortunately, it currently lacks sufficient funding to substantially undertake these initiatives, but we hope the General Assembly's interest and commitment toward accountability will help to secure funds for strengthening these measures in the future.

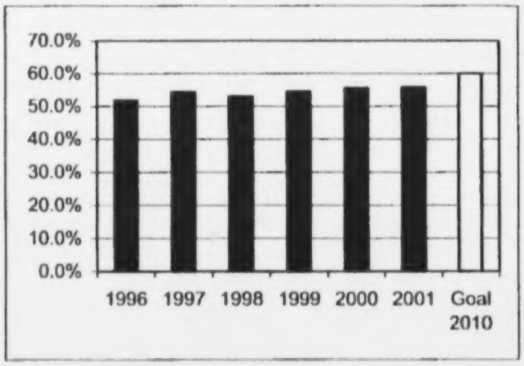
PERCENT OF CT PUBLIC HIGH SCHOOL GRADUATES ENROLLED IN CT HIGHER EDUCATION

Performance Indicator

The percentage of college-bound Connecticut public high school graduating seniors who indicate they plan to attend a Connecticut college or university. This measure speaks to the perceived quality and accessibility of Connecticut's higher education institutions.

Performance Improvement Goal

Within 10 years, 60% of Connecticut's public high school graduates will attend college in-state.



Data Analysis

Of the nearly 24,000 of Connecticut's 2001 public high school graduates who planned to attend college, nearly 56% planned to attend in Connecticut. The data are based on information about the future plans of graduating seniors collected by the State Department of Education from public high schools. Except for a dip in 1998, the percentage of students staying in state has increased steadily over the last six years. In 2001, the percentage of public high school graduates attending college also jumped three percentage points to 78% after remaining constant at about 75% for several years. The upswing in those attending college coupled with the modest increase in those attending in-state is a positive sign that Connecticut is gaining ground with its young people. Although college enrollment, especially at UConn and independent institutions, is supplemented through in-migration of students from other states, keeping our own bright young people in state is a priority. The performance improvement goal of 60% within ten years was set to encourage continued attention to increasing in-state attendance, especially since higher numbers of high school graduates are expected through 2008.

	1996	1997	1998	1999	2000	2001	Change 96 to 01
Total public HS grads indicating college plans	19,027	20,308	20,551	21,339	22,314	23,776	25.0%
Total grads indicating CT attendance	9,874	11,031	10,902	11,682	12,420	13,274	34.4%
Percent of HS grads planning to attend college in CT	51.9%	54.3%	53.0%	54.6%	55.7%	55.8%	

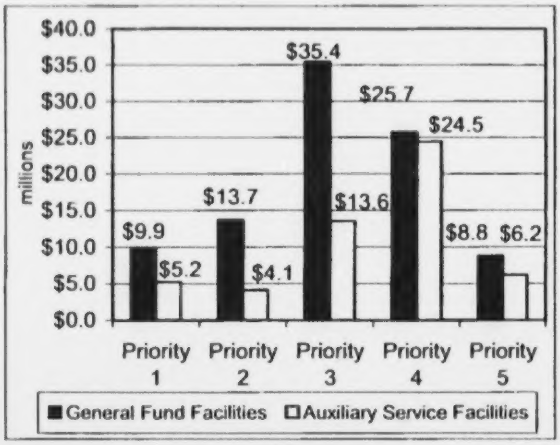
DEFERRED MAINTENANCE LIABILITY

Performance Indicator

The estimated dollar value to correct the deferred maintenance items or deficiencies identified within CT's public higher education facilities. A deficiency is defined as a system or component which is unsafe, is broken, does not conform to current codes, no longer performs the function it was intended or has exceeded its useful life.

Performance Improvement Goal

Reduce the deferred maintenance backlog by $50 million by 2008.



Data Analysis

During FY 2002 as part of the Higher Education Asset Protection Program, a comprehensive facility condition assessment (FCA) was conducted by VFA, Inc. on 69 buildings covering over 4.0 million gross square feet (roughly 20% of the system) at Southern Connecticut State University, Asnuntuck, Gateway, Housatonic, Manchester, Middlesex, Naugatuck Valley, Northwestern, Norwalk, Quinebaug Valley, Three Rivers and Tunxis Community Colleges and Charter Oak State College. The FCA process began with a physical survey of the buildings by a team of three qualified (architectural, mechanical and electrical) engineers. The team identified, prioritized and categorized deferred maintenance items and developed a correction cost estimate for each.

A total backlog of $147.2 million was identified in the 69 buildings which have an estimated replacement value of $715 million. About 64 percent, or $93.6 million of deficiencies, are associated with the 55 general fund buildings, while the remaining $53.6 million of backlog issues are affiliated with just 14 auxiliary facilities (residence halls, student centers and dining halls). In general fund facilities, about 25% or $23.6 million of the deficiencies identified are classified as Priority 1, currently critical - require immediate action, and Priority 2, potentially critical –will become Priority 1 within a year or two. Backlog reduction plans should be developed, implemented and funded through new resources to protect the State's significant investment in campus physical plants, which since 1998, approaches $1.4 billion.

Constituent Unit	# Buildings	Sq.Ft.	Total Deficiencies	$/Sq.Ft.
General Fund Facilities				
Southern CSU	12	598,086	$19,778,630	$33.07
Community Colleges	42	2,670,114	$73,699,998	$27.60
Charter Oak State College	1	14,570	$135,226	$9.28
Subtotal General Fund Facilities	**55**	**3,282,770**	**$93,613,854**	**$28.52**
Southern CSU - Auxiliary Facilities	14	731,083	$53,577,317	$73.28
Total	**69**	**4,013,853**	**$147,191,171**	**$36.67**

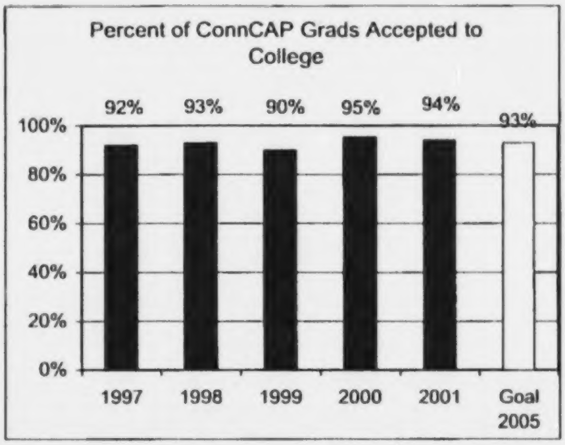
COLLEGE ENROLLMENT RATE OF CONNCAP PARTICIPANTS

Performance Indicator

The percentage of ConnCap participants who graduate from high school and subsequently are admitted to and enroll in college. This indicator speaks to the success of early intervention programs.

Performance Improvement Goal

To consistently achieve an enrollment rate of at least 93 percent through 2005.



Data Analysis

The ConnCAP program targets underachieving students who possess the potential for success in middle and high school and provides them with intensive summer and academic year activities and intervention services. It has been extremely successful in getting students to graduate high school and be accepted to college. Over 95% of ConnCap seniors graduate from high school. Of those, over 90% get accepted to college. In 2001, the Department of Higher Education, which oversees the program, awarded $1.6 million in ConnCAP funds to 12 programs, 8 of which are run by Connecticut's public higher education institutions. The programs have enrolled students beginning as early as eighth grade, and a high percentage of those who continuously participate in the program experience a high rate of success. While the overall class size in 2001 was smaller than in 2000, this cohort of students was again exceptional as measured by a college enrollment rate of 94% which exceeds the program goal of 93%. The Department of Higher Education will continue to monitor program performance and advocate for continued expansion.

Year	ConnCap Seniors	No. Graduating High School	% Graduating High School	No. Grads Accepted at College	% Grads Accepting at College
1997	140	140	100%	129	92%
1998	176	172	98%	160	93%
1999	170	162	95%	146	90%
2000	222	218	98%	208	95%
2001	190	186	98%	175	94%

Source: DHE Annual Report: Strategic Plan to Ensure Racial & Ethnic Diversity in Connecticut Public Higher Education

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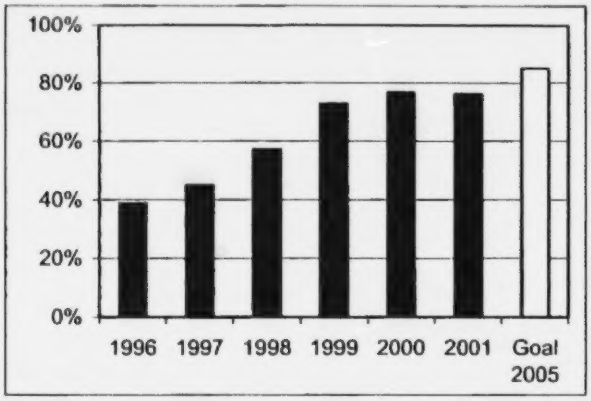
EMPLOYMENT RATE OF ALTERNATE ROUTE TO CERTIFICATION GRADUATES

Performance Indicator

The percentage of Alternate Route to Certification (ARC) graduates who get teaching jobs in Connecticut public schools within one year of program completion as determined by the issuance of a 90-day certificate or durational shortage area permit (DSAP) by the State Department of Education. It is a relative indicator of graduate quality and demand.

Performance Improvement Goal

To achieve an employment rate of 85 percent by 2005.



Data Analysis

Created in 1986, the Alternate Route to Teacher Certification is an innovative program developed by the Department of Higher Education to attract talented individuals into teaching. The original program, ARC I, consists of two major parts: a rigorous eight-week period of full-time instruction offered in the summer, followed by two years of teaching in a Connecticut school closely supervised by the State Department of Education (SDE). The program was expanded in fall 2001 to add an academic year option, ARC II, in Hartford and New London, while ARC I was expanded to three sites. A temporary 90-day certificate is issued by SDE after successful completion of the ARC program and Praxis II exams, and upon the recommendation of the employing superintendent. SDE also added a DSAP or emergency certificate to help fill the need for teachers, allowing certain teaching requirements to be completed while in the classroom.

Since 1996, the annual employment rate of ARC graduates teaching in Connecticut public schools has nearly doubled from 39% in 1996 to 76% in 2001. In 2001, the 274 graduates include the first cohort of 45 ARC II weekend and 229 ACR I summer graduates. Over this six-year period, the summer and fall program has produced 1,048 graduates, with the annual number of graduates obtaining teaching jobs within one year quadrupling from 51 in 1996 to 209 in 2001. The ARC program provides an excellent pool of qualified teacher candidates to Connecticut, a majority of whom are teaching in shortage areas such as mathematics, science, music, bilingual education and world languages. Last year, for example, ARC produced 50% of the new Spanish teachers and 25% of those in math.

	1996	**1997**	**1998**	**1999**	**2000**	**2001**
Earned 90-day Certificate	51	68	94	116	130	209
ARC Graduates	131	151	164	159	169	274
Percentage	**38.9%**	**45.0%**	**57.3%**	**73.0%**	**76.9%**	**76.3%**

Source: State Department of Education 90-day certificates issued and ARC graduation report.

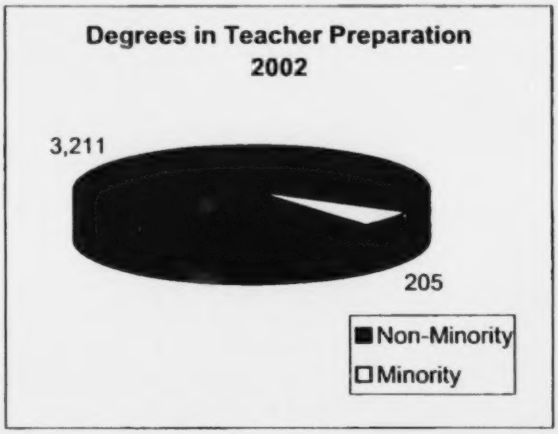
NEW TEACHERS

Performance Indicator

Annual number of teacher certification awards by minority status and number of awards in critical teacher shortage areas.

Are Connecticut's colleges and universities meeting the demand for new elementary and secondary school teachers?

Degrees in Teacher Preparation 2002



Data Analysis

A total of 3,416 students received teacher certification awards at all levels, including teachers earning graduate credentials, up 3.5% from 2001. However, only 6% of those awards went to minority students. In addition, only 630 (18%) of these degrees were in the nine critical shortage areas identified by the State Department of Education (SDE). The number of recipients by shortage area are listed in the table below. Interestingly, almost 18% (113) of these students came through the DHE's Alternate Route to Certification program. About 28% (954) of total awards were given in elementary education, clearly one area where Connecticut is producing an over-supply of candidates. Another 728 (21%) awards were given in specific secondary and middle grade subject areas, with the largest numbers in math (172, including 21 in grades 4-8), history/social studies (158), and English (152). Only nine students received awards in physics, down from 14 last year.

SDE Shortage Areas	2002 Number of Recipients
Special Education, PreK-12	274
Mathematics 7-12	151
Music, PreK-12	59
Spanish, 7-12	54
School Psychologist	37
Bilingual Education, K-12	32
Speech and Language Pathology	13
Consumer and Home Economic	8
School Library Media Specialist, K-12	2
Total	**630**
Percent of Total Awards	**18%**

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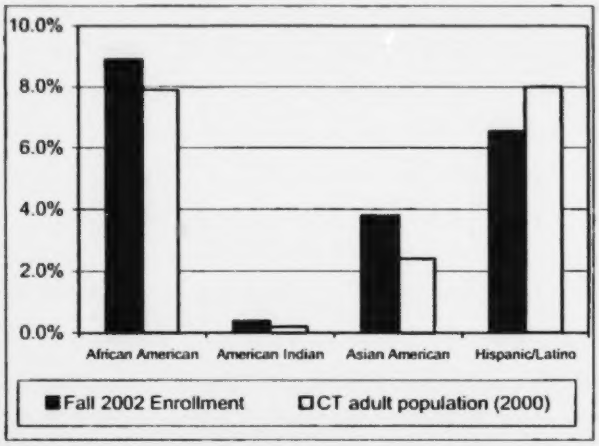
MINORITY ENROLLMENT

Performance Indicator

The number and percentage of minority enrollment (fall) by ethnic group in the Connecticut higher education system compared to the number and percentage of minorities by ethnic group in Connecticut's population, aged 18 or over.

Performance Improvement Goal

To attain parity with the adult population in the next five years.



Data Analysis

For the first time this year, minority enrollments in higher education are compared to their respective proportions in the overall state population aged 18 or over. This is the target population most likely to attend a college or university.

On the whole, the minority enrollment in Connecticut higher education exceeds the proportion in the general population aged 18 and over (19.6% versus 18.5%). The participation rates for specific groups vary, however, with Hispanic/Latino lagging behind its representative share by 1.5 percentage points (6.5% versus 8.0%), as shown in the table below. African Americans, on the other hand, exceed parity with the 18 and over population at 8.9% compared to 7.9%. The percentages for Asian Americans and American Indians also are higher than found in general adult population. These trends are not surprising given the substantial increases in minority enrollments over the last several years. However, our colleges and universities need to focus on attracting more Hispanic/Latino students in order to reach the goal of overall parity. Also, as will be seen in individual unit presentations, parity is not uniform across all sectors of higher education, with minorities over-represented at the community colleges.

	Total Minority	African American	American Indian	Asian American	Hispanic/ Latino
Fall 2002 Enrollment	33,323	15,123	644	6,451	11,105
Fall 2002 % of Enrollment	19.6%	8.9%	0.4%	3.8%	6.5%
Connecticut population, aged 18 or Over	18.5%	7.9%	0.2%	2.4%	8.0%
Enrollment difference from population	1.1%	1.0%	0.2%	1.4%	-1.5%

Source: IPEDS Fall Enrollment (2002) and US Census 2000

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STATE RANKING OF TUITION & FEES

Performance Indicator

The national ranking of each constituent unit based on the average in-state undergraduate tuition and mandatory fees for public colleges. This indicator permits a national comparison of the affordability of public higher education.

Performance Improvement Goal

In light of the state's current economic situation, the short-term performance goal is for each constituent unit to maintain its relative national ranking.

	FY 1998	FY 1999*	FY 2000*	FY 2001	FY 2002	FY 2003	Change FY 98-03
University of Connecticut	$5,242	$5,330	$5,404	$5,596	$5,824	$6,154	17.4%
National Average	3,515	3,686	3,817	3,996	4,260	4,675	32.9%
National Rank	7	6	6	6	6	9	
Connecticut State University	$3,611	$3,670	$3,747	$3,908	$4,165	$4,556	26.2%
National Average	2,786	2,917	3,024	3,164	3,385	3,718	33.5%
National Rank	9	9	10	10	9	9	
Community-Technical College System	$1,814	$1,814	$1,814	$1,886	$1,888	$2,088	15.1%
National Average	1,496	1,541	1,589	1,671	1,766	1,959	30.9%
National Rank	16	16	16	18	19	19	

*Tuition frozen by legislative action, but not other required fees.
The FY 2003 rate for UConn and the CTCs represents the average of the Fall 2002 and Spring 2003 rates.

Source: Tuition and Fee Rates: A National Comparison– Washington State Higher Education Coordinating Board.

Data Analysis

In general, from FY 1998 to FY 2003, the rate of growth in tuition and fees for all three constituent units has been less than the national average. Two contributing factors are the legislative action freezing tuition for two academic years and Connecticut's declining economic situation that lagged many states. Nationally, the University of Connecticut consistently ranks among the top 10 most expensive public doctoral universities in terms of tuition and fees, but saw its rank dropped from six to nine as its annual increases have been substantially under both the national and regional averages. Connecticut State University's rank has see-sawed between nine and 10, as its increases have more closely tracked the national and regional trends than the other two constituent units. On a national basis, the community colleges tend to be slightly more affordable than their public higher education counterparts. After holding both tuition and fees virtually level for five academic years, the two-year system's rank improved from 16 to 19 in FY 2002. Even with the increase in FY 2003, the system maintained its rank. Among the factors contributing to Connecticut's high rankings are: the high cost of living; high cost of salaries and benefits, determined largely through the collective bargaining process; and relatively small colleges requiring similar levels of core support. Connecticut's tuition and fee rates are more in-line with other northeastern states who are collectively defined as high tuition states.

UNMET FINANCIAL AID NEED

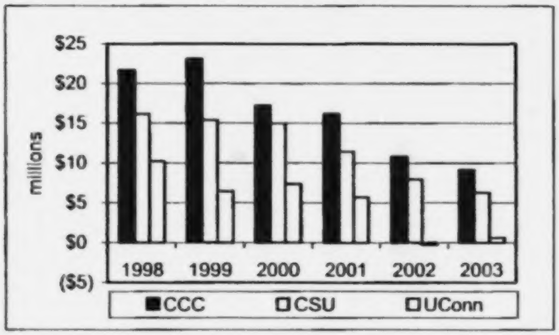
Performance Indicator

The change in the value of unmet grant need as measured under federal needs analyses for public colleges minus available student financial aid grants from all sources. Grant need is a proxy measure of overall demand for student financial aid.

Performance Improvement Goal

Reduce unmet need by an additional ten percent in the next five years.

Unmet Grant Need



Data Analysis

Over the last five years, Connecticut's public higher education system has done a good job of reducing the level of unmet grant need, assisted by the decrease in grant need itself. In 2003, grant need at Connecticut's public institutions is $1 million below the 1998 figure. Unmet grant need was reduced by two-thirds over the period with significant reductions at each constituent unit, as indicated above. While the need for financial aid remained essentially flat, unmet need decreased by more than 13% annually as grant aid increased at an unprecedented pace, driven by a booming economy. State appropriated need-based aid (Capitol Scholarship and Connecticut Aid to Public College Students) led the way with growth of $12.1 million, or 119%. Institutional grants followed closely, increasing by $11.5 million or nearly 14% per year. Federal aid (Pell and Supplemental Educational Opportunity Grants) registered the lowest increase at about 40% over the period, but is largely responsible for the 2003 reduction in unmet need through nearly $4 million in increased Pell grants. The 2003 reduction meets the five-year goal of an additional 10% reduction to unmet need. However, grant need appears to be on the rise as state support remains flat. Ensuring that unmet need does not reverse course and grow will require a combination of state, federal and institutional aid that keeps pace with anticipated substantial tuition and fee growth; reducing the gap further does not seem likely for the foreseeable future.

Millions	Grant Need	Pell Grants	FSEOG	Institutional Set-Aside	Capitol Scholarship	CAPCS	Total System Unmet Need
2003	$ 94.0	$ (25.4)	$ (2.2)	$ (28.0)	$ (3.8)	$ (18.5)	$ 16.1
% Change 1998-2003	-1.1%	40.4%	9.1%	69.3%	149.0%	112.3%	-66.6%
2002	$ 91.5	$ (21.5)	$ (2.2)	$ (25.8)	$ (3.6)	$ (19.8)	$ 18.7
2001	$ 103.7	$ (20.8)	$ (2.2)	$ (24.2)	$ (3.6)	$ (19.8)	$ 33.3
2000	$ 99.5	$ (18.7)	$ (2.2)	$ (21.3)	$ (3.1)	$ (14.6)	$ 39.6
1999	$ 96.0	$ (17.5)	$ (2.3)	$ (16.9)	$ (3.1)	$ (11.3)	$ 45.0
1998	$ 95.0	$ (18.1)	$ (2.1)	$ (16.5)	$ (1.5)	$ (8.7)	$ 48.1

TRENDS IN DEGREES CONFERRED BY CLUSTER AREA

Performance Indicator

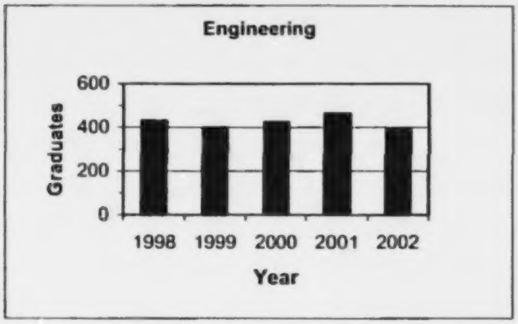
The annual number of bachelor's degrees conferred by Connecticut public and independent colleges in the following cluster areas: engineering, computer and information sciences, natural sciences, and business.

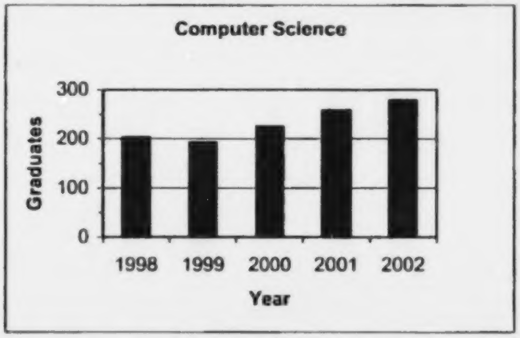
Data Analysis

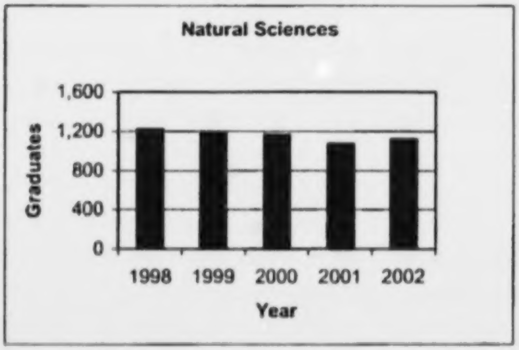
After two years of steady increases, the number of four-year engineering graduates fell almost 15% from 465 to 396, and is still considerably below the annual need of over 700 new engineers estimated by the CT Labor Department. In the information technology field, the number of graduates grew by another 7.7% (37% since 1998) well below the estimated need of over 1,500 per year. Five-year trends are provided in the table below.

Two other discipline areas (business and the natural sciences) also represent important linkages to Connecticut's workforce needs, but are more difficult to align with specific job opening projections. The number of degrees in the natural sciences rose almost 4.5%, but is still over 8% below 1998 levels. Graduates in these fields are needed in the state's growing bioscience sectors and in our secondary schools as teachers. Business degrees were up almost 11%, after falling slightly last year.

How well are our colleges and universities meeting the workforce demands of the state?







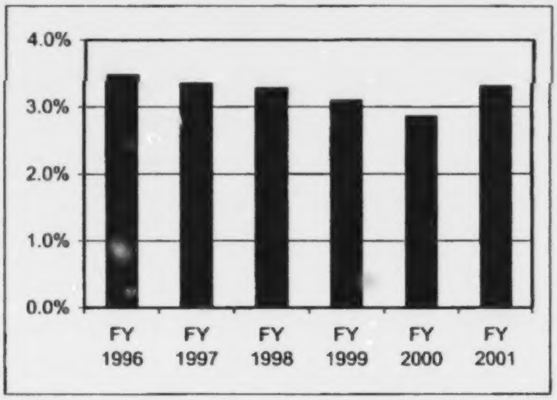
Bachelor's degrees in	1998	1999	2000	2001	2002	Change 1998-2002
Engineering	431	399	425	465	396	-8.1%
Computer Science	203	194	226	259	279	37.4%
Natural Sciences	1,221	1,195	1,167	1,072	1,120	-8.3%
Business	2,205	2,356	2,389	2,376	2,634	19.5%
Total bachelor's degrees in all disciplines	14,102	14,430	14,548	14,137	14,819	5.1%

PERCENT OF E&G BUDGET DEVOTED TO PUBLIC SERVICE

To what extent are higher education resources devoted to public service and community outreach activities?

Performance Indicator

Total public service expenditures represented as a percentage of total higher education and general (E&G) expenditures among public institutions excluding the UConn Health Center. Indicates higher education's commitment to offer activities that enrich the state's communities as well as the citizens.



Data Analysis

The National Association of College and University Business Officers (NACUBO) defines public service as expenses for activities established primarily to provide non-instructional services beneficial to individuals and groups external to the institution. These activities include community services programs and cooperative extension services. Included in this category are conferences, institutes, general advisory services, reference bureaus, radio and television, and consulting delivered to various sectors of the community.

As a percentage of the education and general (E&G) expenditures, public service expenditures have declined over this period from a peak of 3.5 percent in FY 1996 to a low of 2.9 percent in FY 2000, but have rebounded to 3.3% in FY 2001. Actual spending on public service activities in Connecticut's public higher education institutions has risen from $27.4 million in FY 1996 to $35.3 million in FY 2001, an increase of $7.9 million or 28.6 percent, while overall E&G expenditures have increase 35.0%. This suggests that other areas of the budget are increasing at a faster rate than public-service type expenditures. It will be important to monitor this trend and, should it continue, examine root causes.

	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	Change FY 96-01
Public Service Expenditures*	$27.4	$26.7	$26.9	$28.2	$28.9	$35.3	**28.6%**
E&G Expenditures*	$789.3	$797.0	$822.3	$911.3	$1,014.3	$1,065.4	**35.0%**
Percentage	**3.5%**	**3.3%**	**3.3%**	**3.1%**	**2.9%**	**3.3%**	

Source: IPEDS Finance Surveys.

* Expenditures shown in millions. Note: IPEDS finance survey does not capture central office expenditures. However, since figures are relatively small, they would not impact trends.

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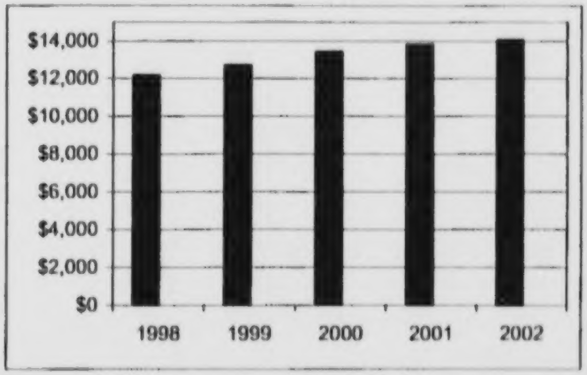
EDUCATIONAL COSTS PER FTE STUDENT

Performance Indicator

Trends in educational cost per FTE student both in Connecticut and compared with the United States average.

Performance Improvement Goal

For the long-term, hold annual growth to the CPI or less.



Data Analysis

Educational costs are defined as total appropriation plus net tuition divided by annualized FTE enrollment. The educational cost in Connecticut for the last five years is displayed in the table below, along with the growth in the CPI over the same period. The State Higher Education Executive Officers (SHEEO) organization has purchased the rights to collecting and reporting this data nationally from Research Associates of Washington and up-to-date national data should be available for next year's report.

Historically, Connecticut spends about 50% more per FTE student than the national average. It is likely that when national data is available, Connecticut will remain in the top 10% of the cost ranking in company with other states where a high cost of living is evident such as in the Northeast, despite significant growth in enrollment. This, together with the impact of collective bargaining and a relatively large number of small public institutions, ensures that Connecticut will continue to spend more per FTE student on educational services than the national average.

With regard to the goal of long-term growth at the CPI level or less, Connecticut has made good progress over the last two years. Although the increase in educational costs per FTE student is not below CPI growth, it has remained within two tenths of a percent of CPI growth. This result is due in part to smaller increases in appropriations and the conscious capping of tuition. The main driver of lower annual increases in educational costs, however, is significant enrollment increases at Connecticut's public colleges and universities. With the near future likely to be dominated by even lower appropriations, continued enrollment expansion may mitigate growth in educational costs.

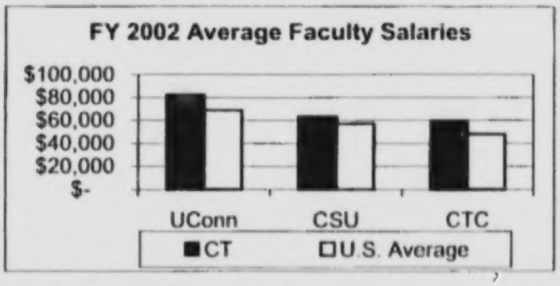
	1998	1999	2000	2001	2002	% Change 98-02
Connecticut Cost	$ 12,208	$ 12,739	$ 13,469	$ 13,843	$ 14,078	15.3%
National Average	$ 7,741					
Annual Increase		4.3%	5.7%	2.8%	1.7%	
CPI		2.6%	3.5%	2.6%	1.5%	10.6%

AVERAGE FACULTY SALARIES

Performance Indicator

The average faculty salaries (all ranks) compared to national averages and peer institutions.

How do Connecticut's faculty compensation rates compare to other states?


FY 2002 Average Faculty Salaries

Data Analysis

Compared to the national average of public colleges and universities with similar missions, Connecticut's faculty ranks high in salary levels. The difference is partially explained by the higher cost-of-living in Connecticut compared to some other regions of the country. Last year, UConn's average faculty salary was $82,386, compared to a national average of $68,717, or 19.9% higher. CSU's averages also were higher than the national average for four-year public comprehensive institutions at $63,423, compared to $57,104 (11.1% higher). Lastly, the community colleges' average of $58,973 was 23.0% higher than the $47,934 national average. These figures do not take into account age and tenure of faculty, which also could explain part of the differential.

Yet another appropriate way to assess salary levels is to compare them to peer institutions with whom Connecticut colleges may compete for faculty. When compared to their peers, all Connecticut institutions rank among the top three with the exception of Central CSU and Southern CSU which rank slightly lower. These rankings have remained stable over the past five years. Peer data is not available for FY 2001 since the IPEDS Faculty Salary Survey was not collected. From FY 1997 to FY 2002, our institutional salaries have remained stable at about 120% of the national average for UConn and CTCs, while CSU has dropped about 10 percentage points to 110% of the national average. This indicates salaries are growing at roughly the same rate across the nation as in Connecticut. The table below summarizes these analyses; further details by fiscal year are presented on the next page.

Unit	FY 2002 Average Salary	FY 2002 National Average	Percent of US Average		Ranking Among Peers	
			FY 1997	FY 2002	FY 1997	FY 2002
University of Connecticut	$82,386	$68,717	124%	120%	2 of 10	1 of 10
Connecticut State University						
Central CSU	$62,478	$57,104	119%	109%	3 of 6	4 of 6
Eastern CSU	$59,310	$57,104	116%	104%	2 of 7	2 of 7
Southern CSU	$64,489	$57,104	119%	113%	5 of 10	4 of 10
Western CSU	$67,317	$57,104	129%	118%	1 of 10	1 of 10
Community-Tech College System						
Asnuntuck/Northwestern/Quinebaug	$59,618	$47,934	118%	124%	1 of 6	1 of 7
Capital/Gateway/Housatonic	$60,739	$47,934	127%	127%	1 of 6	1 of 7
Manchester/Naugatuck/Norwalk	$57,532	$47,934	118%	120%	2 of 5	1 of 6
Middlesex/Three Rivers/Tunxis	$58,966	$47,934	123%	123%	1 of 6	1 of 6

AVERAGE FACULTY SALARIES

	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	FY 2002	Change FY97-02
University of Connecticut	**70,883**	**71,779**	**72,951**	**75,297**	**78,734**	**82,386**	**16.2%**
Peer Average	62,253	63,442	-	67,826	n/a	72,609	16.6%
U.S. Average Public Doctoral Inst.	57,149	59,051	61,958	63,982	64,703	68,717	20.2%
Connecticut State University							
Central CSU	**58,218**	**57,420**	**58,901**	**58,839**	**62,099**	**62,478**	**7.3%**
Peer Average	53,204	54,527	55,727	57,101	n/a	60,355	13.4%
Eastern CSU	**56,545**	**55,470**	**56,391**	**55,971**	**57,545**	**59,310**	**4.9%**
Peer Average	45,105	46,416	48,036	49,692	n/a	52,782	17.0%
Southern CSU	**58,360**	**58,669**	**58,696**	**60,829**	**62,917**	**64,489**	**10.5%**
Peer Average	53,386	54,346	54,630	57,625	n/a	59,959	12.3%
Western CSU	**63,168**	**61,694**	**62,900**	**62,217**	**65,570**	**67,317**	**6.6%**
Peer Average	45,189	46,416	46,593	48,842	n/a	51,597	14.2%
US Ave. Public Comprehensive Inst.	48,943	49,852	51,294	52,982	54,458	57,104	16.7%
Community-Tech. College Sys.							
Asnuntuck CC	**53,352**	**53,419**	**58,567**	**61,232**	**63,596**	**66,401**	**24.5%**
Northwestern CT CC	**52,088**	**47,820**	**50,862**	**51,533**	**54,803**	**56,707**	**8.9%**
Quinebaug Valley CC	**46,657**	**46,124**	**48,103**	**50,541**	**53,168**	**56,162**	**20.4%**
Peer Average	35,788	37,270	38,825	39,199	n/a	36,936	3.2%
Capital CC	**56,880**	**55,256**	**57,399**	**59,136**	**61,045**	**63,585**	**11.8%**
Housatonic CC	**54,312**	**53,743**	**53,742**	**52,388**	**54,790**	**55,472**	**2.1%**
Gateway CC	**53,609**	**53,027**	**55,190**	**57,856**	**60,133**	**62,468**	**16.5%**
Peer Average	41,889	42,556	44,547	44,666	n/a	49,802	18.9%
Middlesex CC	**54,083**	**51,504**	**56,269**	**57,810**	**52,274**	**61,131**	**13.0%**
Three Rivers CC	**53,803**	**52,288**	**55,840**	**58,781**	**56,735**	**58,912**	**9.5%**
Tunxis CC	**51,407**	**60,158**	**54,207**	**54,515**	**55,768**	**57,516**	**11.9%**
Peer Average	40,230	40,775	41,842	42,065	n/a	42,285	5.1%
Manchester CC	**50,264**	**47,861**	**50,188**	**51,536**	**54,524**	**57,550**	**14.5%**
Naugatuck Valley CC	**51,905**	**50,125**	**52,667**	**53,326**	**56,217**	**59,646**	**14.9%**
Norwalk CC	**51,530**	**48,125**	**49,096**	**51,641**	**53,456**	**55,176**	**7.1%**
Peer Average	44,128	46,007	47,323	48,372	n/a	51,491	16.7%
US Average 2-Yr Public Institutions	43,356	44,192	46,258	46,947	46,650	47,934	10.6%

Source: IPEDS Faculty Salary Survey. In some years, some of the peer data was missing or not available. The IPEDS Faculty Salary Survey was not done in FY 2001, however, Connecticut did the survey. Academe, March-April Issue.

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

2003 REPORT

University of Connecticut
and
UConn Health Center

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University of Connecticut

The University of Connecticut includes the Storrs main campus, five regional campuses in Avery Point, Stamford, West Hartford, Torrington and Waterbury, the School of Social Work in West Hartford, and Law School in Hartford. The Health Center in Farmington includes Schools of Medicine and Dental Medicine, selected graduate programs, medical and dental clinics, and the John Dempsey Hospital.

Mission

The University's mission is to serve as the flagship institution in the state; be a center for research and excellence in fulfillment of our land grant status; meet educational needs of undergraduate, graduate, professional and continuing education students; and, provide faculty with means to develop intellectual capacity through teaching, research and interaction with society. The Health Center's mission is to provide outstanding health care education in an environment of exemplary patient care, research and public service. This includes: educational opportunities for state residents pursuing careers in medical and dental care, public health, biomedical, and behavioral sciences; continuing education programs for health care professionals; and, furthering Connecticut's economic development by translating research into new technologies, products and jobs.

Overview

UConn has 17 Schools and Colleges offering 8 different types of undergraduate degrees including a choice of 106 majors. At the graduate level, 12 different degrees are offered in 82 fields of study as well as 5 terminal professional degrees.

The University continues its transformation. UCONN 2000, our ten-year capital improvement program, along with the Strategic Plan and Master Plan for Facilities have rejuvenated the University physically and academically. Enrollment and SAT scores have increased significantly, and prominent new faculty continue to be recruited. Fundraising improved dramatically, and sponsored research initiatives continue to produce tangible results. The Health Center is making great strides through restructuring operations, cost-saving efforts, and new programmatic and research initiatives and is implementing its Strategic Plan, designed to capitalize on education and research strengths and set the course for investment in new resources. It provides the framework for five Signature Programs: Cancer, Musculoskeletal and Bone Biology, Brain and Human Behavior, Cardiology and Vascular Biology, and Connecticut Health. 21st Century UConn, the multi-year successor program to UCONN 2000, that includes both Storrs-based programs and the Health Center will continue this remarkable transformation.

The University has set long-term goals. Our performance measures are congruent to these goals. Themes of excellence, access, affordability, state partnership in economic development, response to needs and problems of society, and efficient use of resources run prominently through both our goals and these measures.

Peers for the University of Connecticut

Peer selections were based on the University's review of a list of peer institutions generated by a model developed by the Connecticut Department of Higher Education (DHE).

The University and DHE agreed upon the following peers:

Storrs+

Colorado State University
Iowa State University
University of Iowa
Louisiana State University
University of Massachusetts
University of Missouri
University of Nebraska
Rutgers University
University of Tennessee
University of West Virginia

Health Center

School of Medicine

Louisiana State University
University of Massachusetts
University of Medicine and Dentistry of New Jersey System
University of Missouri
University of Nebraska
University of Tennessee
SUNY Brooklyn

School of Dental Medicine

University of Maryland
University of Medicine and Dentistry of New Jersey System
SUNY Stony Brook

LICENSURE & CERTIFICATION EXAM PERFORMANCE

Common Core Performance Indicator

The percentage of successful completers on licensure and certification examinations. *(Storrs+ & Health Center)*

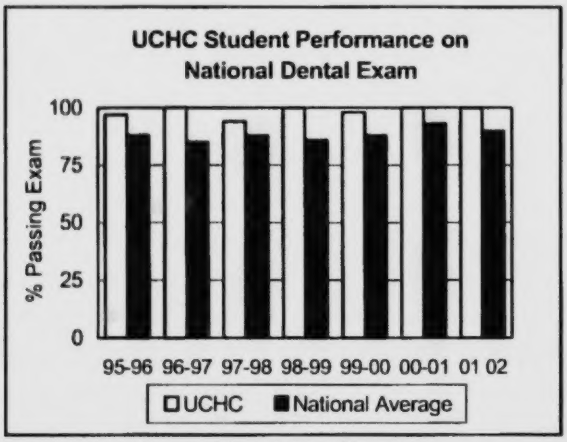
Performance Improvement Goal

Continue our passing rates of between 95 and 100% on national medical and dental exams.

Data Analysis

UConn students continue to succeed on licensure and certification exams that are an integral part of selected academic programs. Passing rates on these exams are a strong indication of student learning and competency as well as readiness to practice a profession.

National certification examinations are required of all students in the Schools of Medicine and Dental Medicine. Students must pass in order to move on to the next phase of their preparation, residency. The National Board of Medical Examiners (NBME) Step 1 exam is given to *first-time test takers* at the end of the 2nd year as is the National Board of Dental Examiners Part 1 exam. Step 2 and Part 2 exams are given in the 4th year. The 1999 graduating class was the first School of Medicine class proceeding through all four years of the new School of Medicine curriculum.



Source: National Boards of Medical & Dental Examiners

Student Performance on National Medical and Dental Exams

Percent Passing Exams	95-96	96-97	97-98	98-99	99-00	00-01	01-02
National Board of Medical Examiners							
Step 1							
UCHC	**95%**	**92%**	**89%**	**96%**	**89%**	**99%**	**100%**
National	91%	93%	93%	93%	92%	90%	NA
Step 2							
UCHC	**99%**	**92%**	**94%**	**98%**	**98%**	**97%**	**100%**
National	93%	94%	95%	95%	95%	95%	NA
National Board of Dental Examiners							
Part 1							
UCHC	**97%**	**100%**	**94%**	**100%**	**98%**	**100%**	**100%**
National	88%	85%	88%	86%	88%	93%	90%
Part 2							
UCHC	**100%**	**100%**	**97%**	**97%**	**100%**	**100%**	**98%**
National	85%	85%	88%	88%	94%	95%	94%

LICENSURE & CERTIFICATION EXAM PERFORMANCE

Data Analysis (Continued)

Selected Storrs+ undergraduate and graduate programs require students to take licensure and certification exams. As the table below illustrates, University of Connecticut students have fared very well on these types of exams. Of note are passing rates in Nursing and Teacher Education, two areas with acute manpower shortages.

Storrs+ Student Performance on Licensure & Certification Exams

Percent of Students Passing the Exam	Period	Pass Rate	Goal
Audiology National Clinical Certification	1998-2002	90.6% avg.	95%-100%
Speech Language National Clinical Certif. Exam	1998-2002	96.2%	100%
Teacher Education Praxis II Exam	2002	100%	100%
Nursing Licensure Exam	1995-2000	84%	85%
Physical Therapy	1998-2000	89%-97%	95%-100%
Diagnostic Genetic Sciences	1998-2000	79%-95%	95%-100%
Dietetics	1998-2000	96%-100%	95%-100%
Medical Technology	1998-2000	89%-100%	95%-100%
Cytotechnology	1998-2000	100%	95%-100%
Long-Term Health Care Management Program	1995-2000	95%	95%-100%
Law Bar Exam	1995-2000	73%-88%	85%-90%
North American Pharmacy Licensure Exam	2002	97%	100%

Other examples of student success on certification exams include:

- Actuarial Sciences students' pass rates on rigorous professional exams, which have consistently exceeded national averages.
- University of Connecticut students' performance on Certified Public Accounting (CPA) exams continues to be well above the state average and at or above the national average.

RESEARCH PERFORMANCE

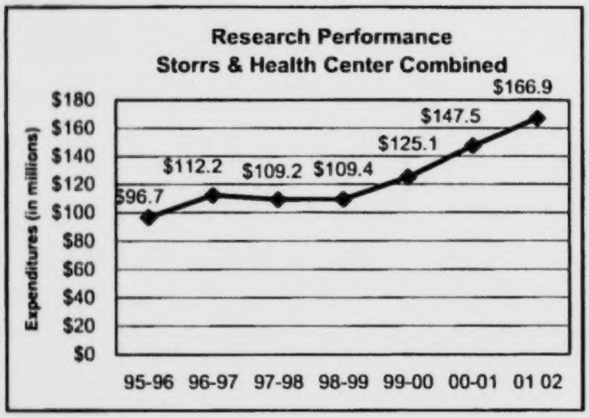
Performance Indicator

Total Research Expenditures
(Storrs, Health Center and Total)

Performance Improvement Goal
A total of $180 million in Fiscal Year 2004, $100 million for Storrs+ programs and $80 million for the Health Center.

Data Analysis

Research performance is up. Between FY 1996 and FY 2002, research expenditures for Storrs+ and the Health Center increased from $96.7 million to $166.9 million, or 73%.



Research investments from the University and outside sponsors reap many benefits: value-added that comes from enhanced knowledge and new discovery; faculty contributions to cutting edge developments; additional funding to support the University; increased educational opportunities for students; and direct economic benefit to the State's economy through transfer of technology and other scientific advancements.

Recognizing the University's important research mission, we strategically reorganized research operations to increase efficiency, accountability and competitiveness. Aggressive faculty recruitment has brought established investigators to Storrs and the Health Center, strengthening research programs and setting the stage for development of new ones. Capital investment has contributed greatly to the growth in research productivity. UCONN 2000 has enabled the construction of teaching and research facilities in Storrs and Avery Point that also has helped recruit high quality faculty and students. The program also has spurred state-of-the-art equipment purchases for newly constructed facilities. At the Health Center, the new Academic Research Building is reaping benefits.

Data below, reported annually by our Office of Sponsored Programs offices below, indicate that from FY 1996 to FY 2002, research expenditures grew from $55.4 million to $86.8 million at Storrs+ and $41.3 million to $80.1 million at the Health Center, for an overall increase of $70.2 million to $166.9 million.

Research Expenditures	**FY96**	**FY97**	**FY98**	**FY99**	**FY00**	**FY01**	**FY02**	**Change FY96-02**
Actual (in millions)								
Storrs+	$55.4	$67.4	$61.1	$61.2	$68.0	$78.9	$86.8	**57%**
Health Center	$41.3	$44.8	$48.1	$48.2	$57.1	$68.6	$80.1	**94%**
Total University	**$96.7**	**$112.2**	**$109.2**	**$109.4**	**$125.1**	**$147.5**	**$166.9**	**73%**

RESEARCH PERFORMANCE

Data Analysis (Continued)

The latest national rankings from the National Science Foundation (NSF), for FY 2000, show the combined University of Connecticut campuses continue to rank in the top 100 public institutions nationally in Research & Development (R&D) expenditures, at 45th. These expenditures, as reflected on the table on the previous page, include recovered indirect expenses, cost-shared (i.e., unassessed) indirect expenses, and contributed faculty time and effort. They contribute significantly to the scope of research investments made by UConn each year and are included in data we annually provide to NSF for its comprehensive analysis of the nation's R&D activities. IPEDS data, presented for comparison purposes in the table below , do not include these expenses. The table shows Storrs+ has room for improvement compared to peers. Initiatives discussed on the previous page will close this gap. The Health Center compares more favorably with peers.

IPEDS Peer Comparisons (Research Expenditures as Percent of Total Budget)

	FY97	FY98	FY99	FY00	FY01
Storrs+	12.0%	12.0%	11.2%	12.1%	10.7%
Peers	17.2%	16.6%	16.6%	16.7%	17.0%
Health Center	10.9%	10.8%	9.8%	8.5%	9.1%
Peers	9.6%	9.0%	8.9%	9.1%	9.9%

Faculty productivity based on number of publications and creative products generated annually by Storrs+ faculty is summarized below. The numbers reflect a faculty who consistently publish scholarly books, textbooks, laboratory/technology manuals, software, book chapters, technical reports, conference proceedings and journal articles and, in the case of fine arts faculty, produce creative products such as plays, musical compositions, paintings and other artistic creations. Faculty maintain this level of productivity while simultaneously teaching and performing service to the community and state.

Scholarly Productivity of Faculty

	FY95	FY96	FY97	FY98	FY99	FY00	FY01	FY02
Publications	5,197	5,650	5,426	5,904	6,120	5,934	5,830	6,033
Art and Creative Products	607	565	417	454	474	402	549	555
Total Scholarly Products	5,804	6,215	5,843	6,358	6,594	6,336	6,379	6,588
Permanent Academic Faculty (Schools/Colleges/Regionals)	984	990	970	902	937	941	932	935
Scholarly Products Per Faculty	5.9	6.3	6.0	7.0	7.0	6.7	6.8	7.0

EXTERNAL SUPPORT

Performance Indicator

Total external grant/award/clinical income. *(Storrs+, Health Center and Total)*

What is the magnitude of revenue generating endeavors at the State's public research university?

Data Analysis

External support for the University of Connecticut Storrs+ programs has grown by 62 percent, from $62.3 million to $101.1 million between FY 1995 to FY 2002. External revenues consist of federal, state, local, and private gifts and contracts, and research awards. External revenue at the Health Center, which includes hospital revenues as well as gifts and contracts, also has grown, substantially. .

This growth can be attributed to the University's continuing efforts to meet its mission by supplementing state support with revenue producing sources of funding. The University continues to improve its performance in these important areas that support its operations.

As can be seen in the chart below, the Storrs+ portion of total revenues from external support is lower than its peers but the percentage gap has been closing, while the Health Center's is higher than its peers.

External Support Revenue As a % of Total Revenue	**FY95**	**FY96**	**FY97**	**FY98**	**FY99**	**FY00**	**FY01**
External Support ($M)							
Storrs+	$62.3	$66.2	$62.3	$67.7	$75.0	$91.5	$101.1
Peers	$105.4	$126.4	$106.3	$110.0	$117.7	$127.6	$139.9
Percent Total Revenues							
Storrs+	13.8%	15.6%	14.5%	14.8%	15.5%	16.9%	17.4%
Peers	20.5%	22.8%	19.2%	18.8%	19.5%	20.0%	20.4%
External Support							
Health Center	$236.8	$247.5	$281.7	$307.8	$328.4	$315.8	$337.4
Peers	$250.8	$241.9	$256.2	$339.6	$358.8	$357.6	$366.3
Percent Total Revenues							
Health Center	74.4%	74.1%	75.0%	74.5%	74.9%	68.9%	71.1%
Peers	62.1%	60.5%	60.8%	65.5%	66.1%	62.8%	62.1%

Source: IPEDS data.

CONNECTICUT FRESHMEN

Performance Indicator

Number and % of freshmen who are Connecticut residents. *(Storrs+ and Health Center)*

Performance Improvement Goal

Percent of incoming freshmen from CT:

Storrs+:	70% - 75%
Medical School:	80% - 90%
Dental School:	30% - 40%

Data Analysis

The number of freshmen from Connecticut has increased significantly since Fall 1996, by more than 31%. This reflects UConn's demographically effective recruiting efforts, the impact of UCONN 2000 on school choice, enhanced merit- and need-based financial aid programs, successful athletic programs providing valuable exposure to the University, and a fund-raising effort that has produced major financial gains for the University over time.

While efforts to recruit out-of-state students continue to broaden the student population base and enrich the college experience, the value of keeping our Connecticut students at home, both in the present and for the future, is recognized as the University moves forward. The University of Connecticut is dedicated to its in-state students and, at the same time, to achieving its fullest potential as a national institution. Geographic diversity, brings in regional, national, and international perspectives and connections and enhances the University's visibility.

The Health Center's percentage of in-state medical students has averaged 84% over the last 7 reporting years. The School of Dental Medicine (SDM) has had a smaller proportion of in-state students. However, the School of Dental Medicine continues to attract many outstanding non-resident students who elect to practice in Connecticut upon graduation (brain gain for the state). Also, SDM has instituted a number of new programs to increase the number of qualified in-state applicants.

Fall Semester	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**	**2002**
Storrs+							
Total First-Time Freshmen	2,774	2,761	3,227	3,645	3,585	3,896	4,034
Total from CT	2,266	2,282	2,596	2,756	2,625	2,886	2,974
Percent from CT	**82%**	**83%**	**80%**	**76%**	**73%**	**74%**	**74%**
Health Center							
School of Medicine							
Total First-Time First Year	81	83	77	77	80	75	75
Total from CT	72	76	66	60	68	61	60
Percent from CT	**89%**	**92%**	**86%**	**78%**	**85%**	**81%**	**80%**
School of Dental Medicine							
Total First-Time First Year	43	41	42	40	39	42	43
Total from CT	12	23	12	17	12	7	19
Percent from CT	**28%**	**56%**	**29%**	**43%**	**31%**	**17%**	**44%**

COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Common Core Performance Indicator

Collaborative activities and programs supported by UConn in CT public schools. *(Storrs+, Health Center & Total)*

How does the University of Connecticut interact with Connecticut school districts?

Data Analysis

Our Neag School of Education and our other Schools and Colleges engage in many collaborations with K-12 schools. Examples are listed on this and the next page:

Neag School of Education Programs	Collaboration Descriptions
Professional Development Schools in central & eastern CT: Ashford, Bolton, Coventry, E. Hartford, Glastonbury, Hartford, Mansfield, Reg 19, Tolland, Willington, and Windham:	Neag faculty and administrators collaborate with public schools on a variety of projects, a key element of which is the more than 100 internship projects conducted by Fifth Year education majors.
Typical projects of this type in Hartford schools over the past five years include:	*Elementary/Middle School* Enrichment Programs in Math, Language, Reading & Writing; Teaching Technology; and the Parent Center. *High School* Tutoring; Math Technology; Multimedia, Future Teachers Club; Journey to Moscow/Warsaw.
Diversity Programs	*Diversity in Teacher Education Grant* to increase number of minority teachers; *GEAR-UP Grant* with public schools in Hartford that emphasizes equal access; *Bilingual Education Fellowship Program Grant* with the CT Department of Education that develops teacher trainers in bilingual education.
Technology-Related Programs	*UConn/UTC Professional Development Academy* on classroom technology; *Stamford* project integrates technology into public schools; $2M *Gates Foundation Grant* trains school administrators in the effective use of education technology.
Other Neag School of Education Collaborations	*DHE Chemical Ecology Grant* teaches scientific research to high schoolers; *Gifted and Talented Grant* provides training for gifted ed teachers; *University Training Center Reading Recovery Program* covers 54 school districts; *Neag Model Grant* provides professional development for teachers.
2001-2002 Funded Projects **Funded projects in the Neag School of Education involve research, evaluation, training, and development. Examples of the types of projects are presented on the right:**	Application of on-line critical thinking skills; educational technology assessments; reading instruction skills; learning environments; science research & teaching in-service training; improving elementary education math & science instruction; addressing needs of gifted & talented students in Connecticut (e.g., UConn Mentor Connection 3 week residential program for high school juniors and seniors).

COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Data Analysis (continued)

Other Programs	**Collaboration Descriptions**
Science Programs	*Kids are Scientists Too Summer Program* for grades 4-9; *Chemistry Olympiad* hosts 200 high school students annually; *BioBazaar:* Connecticut Museum of Natural History event attended by 3,000 annually convenes nature & education organizations for hikes, exhibits, & activities; Thousands of elementary and middle school students visit UConn's animal facilities every year; Agriculture and Natural Resources student and teacher workshops address nutrition, wildlife, landscaping, and careers.
Fine Arts Programs	*Outreach* programs include photography, contemporary art and opportunities to rehearse and perform with the University Symphony Orchestra; *The Jorgensen Center for Performing Arts, Benton Museum of Art, and Museum of Puppetry* offer programs for K-12 students.
Career-Related Diversity Programs	*The Teenage Minority Business Program* has enrolled 600 high school students in seminars with minority business persons and faculty, living in dorms and working with student mentors; *The School of Engineering* offers summer camp/internships for 50 promising state high school students and *BRIDGE*, a 6-week pre-freshman program geared toward females and minorities.
Health Career-Related Programs Health Center	*The Health Careers Opportunities Program* involving 23 public schools, the Science Center of CT, and the state's universities aims to increase under-represented students in health fields; The UCHC-sponsored regional *Area Health Education Centers* in Hartford, Bridgeport, Norwich, and Torrington involves projects with 63 public schools to recruit underrepresented students into health careers.
Health Career-Related Programs Storrs-Based	*School of Nursing "3000 by 2000" Program* (e.g., at Weaver High School) informs minority students about career opportunities; *School-Based Health Clinics* involve Nursing students working with school nurses at New Britain High School and Southington High School; *Weaver High School Health Academy:* the School of Allied Health provides lab experiences and discussions in Physical Therapy, Medical Technology, Dietetics, Diagnostic Genetics, and Cytotechnology.
Safety Programs	*Family Studies' Adventures of Lead Busters Club* in Hartford teaches 1st & 2nd graders about lead hazards; The School's *Title V Delinquency Prevention Project* offers after school programs in tutoring, mentoring, and youth leadership; *The School of Social Work* works with schools (e.g., *Step Up for Children and the Institute for Violence Reduction*); *Street Law Program:* Law School students go to Hartford Public High School to teach students about legal rights and responsibilities.
Additional Programs	The Department of Campus Activities and the Division of Athletics also work with public schools ranging from tutoring and reading programs to sports and recreational outreach.

TEACHER, PRINCIPAL, SUPERINTENDENT EMPLOYMENT

Performance Indicator

Percent and number of graduates employed as teachers, principals, and superintendents. (St*orrs+)*

Performance Improvement Goal
That 98 to 100% of graduates obtain employment as teachers.

Data Analysis

Nearly all Neag School of Education graduates have jobs teaching in public schools upon graduation based on annual surveys of graduates. The table below presents the percent of graduates employed in teaching positions in the past 7 years, including full-time teaching, part-time teaching, long-term substitutes and classroom aides.

Teacher Employment	**94-95**	**95-96**	**96-97**	**97-98**	**98-99**	**99-00**	**00-01**
Program Completers	77	112	112	105	120	129	98
Survey Respondents	63	92	91	75	92	99	74
Employed in Teaching Position	59	87	89	72	90	96	74
Percent Teaching	**94%**	**95%**	**98%**	**96%**	**98%**	**97%**	**100%**

To qualify for the University's institutional recommendation to become a teacher, students must complete the Integrated Bachelor's/Master's Teacher Education Program, that involves a minimum of 5 years of full-time study. Prospective teachers complete at least 2 years of course work in general education and subject area major courses prior to admission to the Neag School of Education. This is followed by at least 2 years of full-time course work in the major and professional education while enrolled in the undergraduate teacher education program, followed by at least one year of full-time course work in professional education while enrolled in the Graduate School to earn the Master of Arts in Education. Students also must pass Connecticut's subject knowledge testing requirements.

Many superintendents and principals in the state are University of Connecticut Neag School of Education graduates or have been certified to become principals or superintendents through our School of Education. A review of the Connecticut State Department of Education's 2002-03 Connecticut Education Directory, local school district websites, and Neag School of Education graduation and certification records resulted in the following information. Currently, our preliminary data on 151 public school district central offices and 968 public schools in Connecticut indicate the following: of the 42 offices that have public school district executives with education degrees and/or certification from UConn, 36 are superintendents and 6 are associate or assistant superintendents; of the 216 public schools that have public school supervisors with education degrees and/or certification from UConn, 188 are principals and an 28 are associate or assistant principals. Data regarding the large database of Connecticut's population of public school teachers is not readily available at this time, but will be pursued in the future.

MINORITY ENROLLMENT

Common Core Performance Indicator

The proportion of students of color (African American, Hispanic, Asian and Native American) enrolled compared to the proportions in the state's population, 18 years of age and older. *(Storrs+ and Health Center)*

Performance Improvement Goal

To have minority enrollment proportions representative of the state's population.

Data Analysis

Minority enrollment at the University of Connecticut (Storrs+ and Health Center combined) has increased by 27% between Fall 1996 and Fall 2002 (see below). This fact is furtherance of the University's aspiration of having the student body reflect, at a minimum, the ethnic composition of the state. Minority enrollment at UConn represented 15.2% of our student population in Fall 2002. The recent dramatic increase in freshman minority enrollment bodes well for future increases and has contributed to the University's efforts to bring minority representation closer to the U.S. Census Bureau's statistics for the state. The Health Center's, minority enrollment of 22.4 percent exceeds the State level of 20.7 percent.

The proportion of females enrolled in Storrs+ programs has increased from 51.5 percent to 53.1 percent between FY 1996 and FY 2002, and is reflective of the female population in the state. At the Health Center, female enrollment is at 49.5% compared to 46.2% in FY 1996. For both Storrs+ and the Health Center programs, the percent of females was up from Fall 2001 to Fall 2002.

UConn has many multicultural centers that promote diversity: the African American Center; Puerto Rican Center; and, Asian American Center. There is a Women's Center on campus as well as the Rainbow Center for gay and lesbian individuals. Also, UConn promotes diversity with early collaborative efforts with K-12 students, college preparatory programs, financial aid initiatives and support services.

	1996	**1997**	**1998**	**1999**	**2000**	**2001**	**2002**
Minority Enrollment*							
Storrs+	3,029	2,978	3,139	3,280	3,438	3,623	3,847
	14.6%	**14.8%**	**15.4%**	**15.5%**	**15.8%**	**16.3%**	**16.1%**
Health Center	95	100	107	114	112	116	105
	18.6%	**20.1%**	**21.2%**	**22.9%**	**23.0%**	**25.0%**	**22.4%**
CT Population			20.2%	20.7%	20.7%	20.7%	20.7%
CT Population 18+			**17.0%**	**17.9%**	**18.5%**	**18.5%**	**18.5%**
Female Enrollment							
Storrs+	11,234	10,989	11,153	11,617	11,961	12,228	13,469
	51.5%	**51.7%**	**52.1%**	**52.2%**	**52.2%**	**51.9%**	**53.1%**
Health Center	236	233	234	233	230	217	232
	46.2%	**46.8%**	**46.3%**	**46.7%**	**47.3%**	**46.0%**	**49.5%**

* Minority numbers exclude International students and unknowns because their ethnicity is not indicated.

OPERATING EXPENDITURES FROM STATE SUPPORT

Common Core Performance Indicator

What portion of operating funds comes from State appropriations?

Total state appropriations including general fund fringe benefits, state support for student financial aid as a percent of total educational and general expenditures excluding capital equipment purchased with bond funds. *(Storrs+, Health Center & Total)*

Data Analysis

The portion of operating costs for the University funded by the State declined since FY 1997 whether or not state grants and contracts are included. Because grants and contracts usually required targeted expenditures not available for general operating support, the data is presented both ways below. Also, because UConn is a research university with an extraordinarily high percentage of its undergrads residing on campus, real cost per student also is presented in relation to our total budget, representing the full range of university activities. Adequate levels of state funding for operations are imperative to meet growing demand for an education. Storrs+ programs receive a greater percentage of funding from the state than peers. A major reason for this is high fringe benefit rates calculated off salaries that reflect the high cost of living in Connecticut compared to other states. The Health Center receives a comparable percent of state support to their peers.

State Support for Operations ($M)	**FY96**	**FY97**	**FY98**	**FY99**	**FY00**	**FY01**
Including State Grants & Contracts						
Storrs+ State Support	$197.9	$196.5	$219.0	$224.1	$255.2	$258.3
Peers State Support	$216.3	$222.6	$231.4	$241.3	$253.3	$270.5
Storrs+ % of E&G	**51.9%**	**54.0%**	**58.3%**	**54.7%**	**56.3%**	**53.1%**
Peers % of E&G	**46.7%**	**48.3%**	**47.2%**	**47.7%**	**47.3%**	**47.5%**
Storrs+ % of Total	44.2%	45.5%	49.2%	45.9%	47.5%	44.7%
Peers % of Total	39.4%	40.6%	39.8%	40.4%	40.4%	40.3%
UCHC State Support	$77.2	$76.5	$78.4	$91.7	$94.8	$96.2
Peers State Support	$97.7	$99.8	$107.4	$110.3	$114.3	$125.2
UCHC % of Total	23.5%	22.0%	19.7%	20.9%	20.5%	20.2%
Peers % of Total	24.9%	24.3%	20.6%	20.8%	19.8%	20.9%
Excluding State Grants & Contracts						
Storrs+ State Support	$183.1	$188.3	$204.2	$213.2	$234.9	$238.4
Peers State Support	$198.3	$204.7	$213.2	$221.1	$229.6	$244.6
Storrs+ % of E&G	**48.0%**	**51.8%**	**54.4%**	**52.0%**	**51.8%**	**49.0%**
Peers % of E&G	**42.8%**	**44.5%**	**43.5%**	**43.7%**	**42.9%**	**42.9%**
Storrs+ % of Total	40.9%	43.6%	45.9%	43.7%	43.7%	41.3%
Peers % of Total	36.2%	37.4%	36.7%	37.0%	36.2%	36.5%
UCHC State Support	$75.7	$74.5	$76.4	$89.3	$92.1	$93.3
Peers State Support	$81.9	$82.9	$87.9	$91.2	$94.8	$102.5
UCHC % of Total	23.0%	21.4%	19.2%	20.3%	19.9%	19.6%
Peers % of Total	20.9%	20.2%	16.9%	17.2%	16.4%	17.1%

Note: For purposes of consistency in peer comparisons and trends, special one-time appropriations for FY 2000 and FY 2001 have been excluded as well as the extra (27th) pay period for FY 2000.

REAL PRICE TO STUDENTS

Common Core Performance Indicator

Tuition and mandatory fees for a full-time, in-state undergraduate student as a percent of median household income (MHI) for the State. *(Storrs+)*

What is the price of attendance for in-state students relative to Connecticut median household income?

Data Analysis

In FY 2001, the cost of attending UConn relative to Connecticut median household income was 10.5% compared to 11.7% in FY 1995 (see table below). Legislatively mandated tuition freezes and increases related to the cost-of-living index have been primary reasons for moderate increases in recent years. These moderate increases have brought UConn's cost ratio relative to state median household income closer to its peers. In FY 95, UConn was 2.9 percentage points higher than its peers. That gap has declined to 1.2 percentage points.

Tuition as a Percent of Connecticut Median Household Income

	FY95	FY96	FY97	FY98	FY99	FY00	FY01
CT Median HH Income	**$40,243**	**$42,119**	**$43,985**	**$46,508**	**$50,798**	**$50,152**	**$53,347**
Peer Average	$34,384	$34,891	$36,347	$38,195	$40,386	$41,072	$41,910
Storrs+ Tuition & Fees	**$4,712**	**$4,810**	**$4,974**	**$5,242**	**$5,330**	**$5,404**	**$5,596**
Peer Average	$3,028	$3,157	$3,264	$3,399	$3,544	$3,687	$3,886
Storrs+ (Percent of MHI)	**11.7%**	**11.4%**	**11.3%**	**11.3%**	**10.5%**	**10.8%**	**10.5%**
Peer Average	**8.8%**	**9.0%**	**9.0%**	**8.9%**	**8.8%**	**9.0%**	**9.3%**

Regarding the UConn Health Center, DHE policy for tuition and fees calls for them to be between the 70th and 75th percentile of public medical and dental schools, nationally. Annual tuition and fees at the UConn School of Medicine for FY 2003 is $14,870; for the School of Dental Medicine, $12,465.

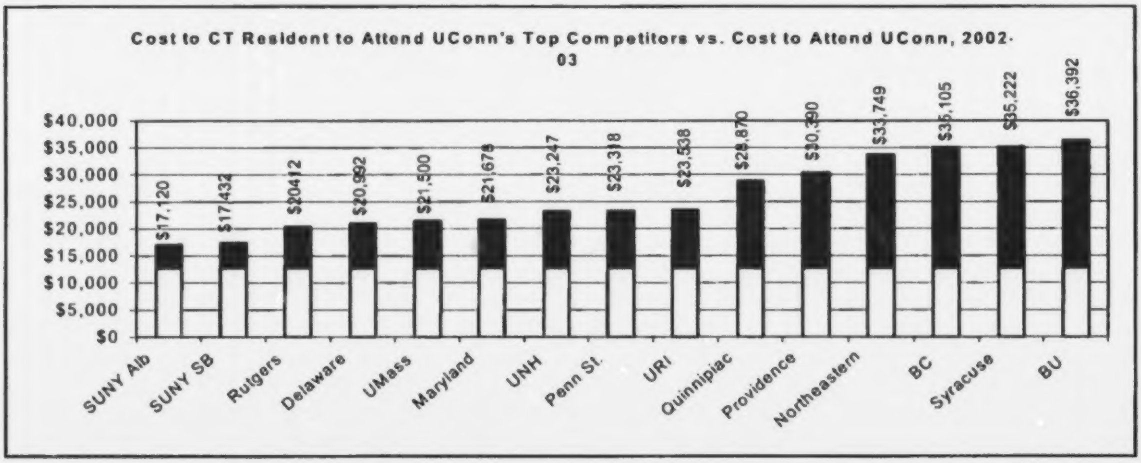
Tuition and fees for the University of Connecticut and other schools in the northeast consistently rank high nationally among public universities, largely due to the impact of the cost of living and its effect on collective bargaining increases. UConn's tuition and fee rates are actually lower than the average of our northeast peers, that include the Universities of Maine, Massachusetts, New Hampshire, Rhode Island and Vermont, as well as Rutgers (see table below).

Tuition and Fees	**FY99**	**FY00**	**FY01**	**FY02**	**FY03**
UConn Storrs+	$5,330	$5,404	$5,596	$5,824	$6,154
Northeast Public Universities	$5,775	$5,972	$6,202	$6,537	$7,037

REAL PRICE TO STUDENTS

Data Analysis (Continued)

A key price comparison is UConn's cost of attendance (tuition and fees) versus its primary competitors for students. The differential for Connecticut resident students attending UConn versus our primary competitors is compelling (see bar graph below). For an in-state student to attend UConn in 2002-03 cost $12,696 compared to between $17,120 and $36,392 to attend one of our primary competitor schools. This translates into a differential ranging from about $4,400 to $23,700, or at the higher level, almost 3 times the cost of attending UConn. Many students are choosing the University for a quality education at a more reasonable cost, particularly when multiplied by four or more years of college attendance.



* Light Blue Portion (Bottom Part of Bars) = UConn 2002-03 Tuition & Mandatory Fees $12,696
Dark Blue Portion (Top Part of Bars) represents the difference between UConn & competitor
Number at top of bars equals tuition and mandatory fees at the competitor institution

The chart below demonstrates that the University of Connecticut is reasonably priced for out-of-state students wishing to attend UConn. And, that the University of Connecticut's in-state tuition and fee rates are very reasonable when compared to in-state tuition and fee rates at other public universities in the northeast.

FY 2003 Tuition, Fees, Room & Board
University's Top Competitors

Private Schools	In & Out of State	Public Schools	In State	Out of State
Boston University	$36,392	Rutgers	$14,436	$20,412
Syracuse University	35,222	Univ. Rhode Island	14,068	23,538
Boston College	35,105	Penn State	14,054	23,318
Northeastern University	33,749	Univ. New Hampshire	13,547	23,247
Providence College	30,390	Maryland	12,914	21,678
Quinnipiac College	28,870	***Univ. of Connecticut***	***12,696***	***22,391***
		SUNY Stony Brook	12,532	17,432
		Univ. of Massachusetts	12,500	21,500
		SUNY Albany	11,872	17,120
		Univ. Delaware	11,462	20,992

STUDENT AID

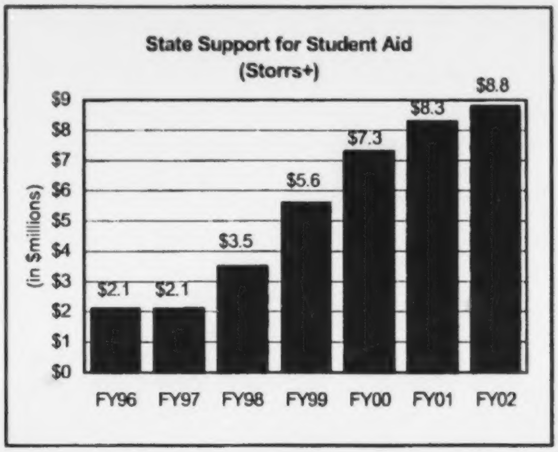
Performance Indicator

Percent of financial aid from State support. *(Storrs+ and Health Center)*

What portion of student financial aid is provided by the State?

Data Analysis

Financial aid from the State more than quadrupled between FY1996 and FY2002, from $2.1 million to $8.8 million. Additional funding from Connecticut Aid for Public School Grants accounted for this increase. As a % of total student financial aid (including grants, loans, tuition waivers and student employment), the % of state support grew from 2.3% in FY96 to 6.2% in FY02. And state SFA support per student also rose steadily, from $4,106 to $6,117, an increase of 49%.



Storrs+ SFA	**FY96**	**FY97**	**FY98**	**FY99**	**FY00**	**FY01**	**FY02**
Total Financial Aid	$92.3m	$92.5m	$108.1m	$114.1m	$127.8m	$130.6m	$142.3m
State Support	$2.1	$2.1	$3.5	$5.6	$7.3	$8.3	$8.8
Percent of Total	**2.3%**	**2.2%**	**3.1%**	**4.8%**	**5.6%**	**6.3%**	**6.2%**
State Support per Student	*$4,106*	*$4,240*	*$5,076*	*$5,330*	*$5,713*	*$5,657*	*$6,117*

IPEDS data (which does not include grants, loans, tuition waivers and student employment) shows the increase in state support of SFA as a proportion of total SFA has been steady. UConn ranks below its peers in percent of financial aid coming from State support. However, increases in State support have helped to ensure access for students in need as well as students with meritorious academic records. Continued increases would maintain this upward trend as costs associated with providing a first-class education rise, particularly in light of a growing student population. Aid per student as reported by IPEDS has increased 60%, from $1,124 to $1,799 between FY 1996 and FY 2001. The University passed its peers during this period. At the Health Center, aid per student has been higher than its peers.

IPEDS Peer Comparisons

State Support for SFA	**FY96**	**FY97**	**FY98**	**FY99**	**FY00**	**FY01**
Storrs+ % Total SFA	8.2%	8.3%	11.7%	17.5%	19.7%	20.5%
Peers % Total SFA	NA	29.5%	29.3%	29.7%	30.8%	31.2%
Storrs+ Per Student	*$1,124*	*$1,103*	*$1,374*	*$1,457*	*$1,639*	*$1,799*
Peers Per Student	*NA*	*$1,256*	*$1,343*	*$1,430*	*$1,509*	*$1,594*
Health Center % Total SFA	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%
Peers % Total SFA	14.2%	16.8%	15.9%	12.4%	10.1%	11.8%
Health Center Per Student	*$2,537*	*$2,156*	*$2,759*	*$2,566*	*$2,306*	*$2,464*
Peers Per Student	*NA*	*$1,594*	*$1,682*	*$1,729*	*$1,684*	*$1,820*

STUDENT AID

Data Analysis (Continued)

UConn is strongly committed to access and affordability and considers it a top priority. Tuition support for student aid increased 60% between FY1996 and FY2002, from $15.4 million to $24.6 million. Tuition aid includes tuition waivers, tuition grants, scholarships & fellowships, and student employment. BGHE policy that calls for 15% of tuition revenues to be set-aside annually for need-based aid is consistently met or surpassed by UConn. From FY1996 to FY2002, tuition funded need-based aid grew 53% from $11.4 million to $17.5 million.

Financial Aid Budget ($millions)	**FY96**	**FY97**	**FY98**	**FY99**	**FY00**	**FY01**	**FY02**
Tuition Funded Need-Based Aid							
Total Need-Based (Tuition Funded)	$11.4	$9.4	$11.6	$10.3	$13.1	$15.0	$17.5
% Net Tuition Revenue	*17%*	*14%*	*17%*	*14%*	*16%*	*17%*	*17%*
Tuition Funded Scholar. & Fellow.	$3.9	$4.2	$5.1	$6.1	$7.0	$6.6	$7.2
Subtotal	$15.4	$13.6	$16.7	$16.4	$20.1	$21.6	$24.6
% Net Tuition Revenue	*22.6%*	*19.6%*	*23.7%*	*22.5%*	*25.0%*	*24.1%*	*24.5%*
Tuition Waivers	$13.5	$13.6	$20.3	$18.7	$20.3	$22.0	$22.9
Total Tuition Funded Aid	**$28.8**	**$27.2**	**$37.0**	**$35.2**	**$40.4**	**$43.6**	**$47.5**
% Gross Tuition Revenue	*35.4%*	*32.7%*	*40.8%*	*38.3%*	*40.1%*	*39.1%*	*38.5%*
Other Financial Aid							
State/Federal/Private/ St. Empl.	**$21.5**	**$22.8**	**$25.1**	**$29.9**	**$33.5**	**$34.5**	**$40.4**
Loans	**$41.9**	**$42.5**	**$45.8**	**$49.0**	**$53.2**	**$51.7**	**$56.3**
GRAND TOTAL FINANCIAL AID	**$92.3**	**$92.5**	**$107.8**	**$114.0**	**$127.1**	**$129.7**	**$144.2**

While the University has been meeting needs of students requiring financial aid, we also have increased merit-based aid to attract high-achieving high school students. The number of valedictorians at UConn has been steadily rising. Merit-based aid was up 72% from FY 1996 to FY 2002 based on a concerted effort by UConn to increase the number of high-achieving students, an effort not being made at the expense of students who require need-based aid that also has increased.

Merit-Based Aid	**FY96**	**FY97**	**FY98**	**FY99**	**FY00**	**FY01**	**FY02**
Storrs+ (millions)	$12.3	$13.4	$14.8	$17.6	$20.0	$17.9	$21.2
Health Center	$0.2	$0.1	$0.4	$0.7	$1.0	$1.0	$1.3

Financial aid also is provided to Graduate Assistants (GA's) who perform key functions, teaching courses and labs; tutoring; research; and, public service. In FY 2002, there were 1,469 GA's with total salary dollars of $23.6 million, up $8.4 million from FY 95. Salary dollars per GA increased from $11,410 to $16,042.

Grad. Assistantships	**FY95**	**FY96**	**FY97**	**FY98**	**FY99**	**FY00**	**FY01**	**FY02**
Full Assistantships	1,336	1,213	1,215	1,237	1,202	1,311	1,379	1,469
Salaries for GA's	$15.2M	$15.3M	$16.4M	$17.2M	$17.3M	$19.5M	$21.3M	$23.6M
Salary per GA	*$11,410*	*$12,580*	*$13,462*	*$13,934*	*$14,405*	*$14,894*	*$15,425*	*$16,042*

Full assistantship = teaching, research or administrative function of 20 hrs a week or equivalent

DEGREES CONFERRED BY CREDIT PROGRAM

Common Core Performance Indicator

The number and percentage of degrees conferred by credit program. *(Storrs+, Health Center and Total)*

What are the trends in types of credit degree programs at the University of Connecticut?

Data Analysis

UConn has 17 Schools and Colleges offering 8 different types of undergraduate degrees including a choice of 106 majors. At the graduate level, 12 different degrees are offered in 82 fields of study. Terminal professional degrees offered by the University are law, medicine, dental medicine and pharmacy. It should be noted that in order to summarize the many majors into the categories in this chart, the number of categories needed to be limited. A fuller picture of the degrees conferred by discipline is available at the University of Connecticut Office of Institutional Research website, *http://vm.uconn.edu/~wwoir/frontpag.html.* The discussion of the data in the table below and on the next page follows the table.

Degree Category	FY98	FY99	FY00	FY01	FY02	%Change
Associates						
Business	13	14	18	17	22	69.2%
Bachelor's						
Business	381	471	433	457	484	27.0%
Health/Life Sciences	442	497	374	334	373	-15.6%
Sciences/Engineering/Technology	319	279	348	325	329	3.1%
Social Sciences	513	598	547	560	590	15.0%
Liberal Arts/General Studies	235	255	269	290	314	33.6%
Humanities/Arts/Communications	436	444	511	522	452	3.7%
Social & Public Services	195	186	211	242	240	23.1%
Education	117	122	109	107	106	-9.4%
Subtotal Bachelor's	**2,638**	**2,852**	**2,802**	**2,837**	**2,888**	**9.5%**
Post-Baccalaureate						
Business					18	-
Master's & 6th Year Certificates						
Business	340	313	315	340	331	-2.6%
Health/Life Sciences	154	151	191	201	127	-17.5%
Sciences/Engineering/Technology	146	139	141	121	115	-21.2%
Social Sciences	122	77	85	81	73	-40.2%
Liberal Arts/General Studies	2	3	1	3	2	0.0%
Humanities/Arts/Communications	81	63	44	64	85	4.9%
Social & Public Services	217	194	169	178	168	-22.6%
Education	285	238	228	264	236	-17.2%
Subtotal Master's & 6th year Cert.	**1,347**	**1,178**	**1,174**	**1,252**	**1,137**	**-15.6%**

Continued on next page

DEGREES CONFERRED BY CREDIT PROGRAM

Data Analysis (continued)

Degree Category	FY98	FY99	FY00	FY01	FY02	%Change
DOCTORATES						
Business	9	14	8	17	13	44.4%
Health/Life Sciences	58	42	62	51	45	-22.4%
Sciences/Engineering/Technology	77	67	74	61	50	-35.1%
Social Sciences	50	37	60	37	41	-18.0%
Liberal Arts, Multi & Interdisciplinary Studies	2	0	0	0	1	-50.0%
Humanities/Arts/Communications	13	21	14	20	17	30.8%
Social & Public Services	3	3	5	5	3	0.0%
Education	41	43	52	43	51	22.0%
Subtotal	**253**	**227**	**275**	**234**	**221**	**-12.6%**
PROFESSIONAL						
Health/Life Sciences (Medical, Dental, Pharm)	117	120	130	168	179	53.0%
Social Sciences (Law)	203	190	209	178	228	12.3%
Subtotal	**320**	**310**	**339**	**346**	**407**	**27.2%**
TOTAL						
Business	743	812	774	831	868	16.8%
Health/Life Sciences	771	810	757	754	724	-6.1%
Sciences/Engineering/Technology	542	485	563	507	494	-8.9%
Social Sciences	888	902	901	856	932	5.0%
Liberal Arts, Multi & Interdisciplinary Studies	239	258	270	293	317	32.6%
Humanities/Arts/Communications	530	528	569	606	554	4.5%
Social & Public Services	415	383	385	425	411	-1.0%
Education	443	403	389	414	393	-11.3%
Grand Total	**4,571**	**4,581**	**4,608**	**4,686**	**4,693**	**2.7%**

The total number of degrees conferred by the University of Connecticut and Health Center has increased over the past five years, by 3%. The number of bachelor's degrees has grown 9.5%, and the number of graduate and professional degrees has decreased by 7.1%. Total Business degrees awarded have climbed 17%. Degrees conferred in social sciences, liberal arts, humanities, communications, arts, and social and public services combined also have climbed, 4%. Health and life sciences degrees have declined 6.1%, sciences, engineering and technology degrees by 8.9% and education degrees by 11.3%. The increases in business degrees and arts and sciences degrees are heartening because these students are our future business, public service, and social science professionals. The declines in the other areas, particularly in light of shortages in the nursing and teacher occupational pool, are areas which the University like universities across the country is developing strategies to address.

PATENTS AND INVENTIONS

Performance Indicator

Total number of patents and inventions. *(Storrs+, Health Center and Total)*

Performance Improvement Goal
The projected Fiscal Year 2003 totals presented in the chart below.

Data Analysis

The Center for Science & Technology Commercialization (CSTC) is part of the Office of Sciences & Technology Business Development that reports to the President of the University. The other two entities that report to the Office of Sciences & Technology Business Development are the Research and Development Corporation and Incubators. The Center serves as the University's technology transfer office, responsible for commercialization (patenting & licensing) of University inventions. CSTC is involved in licensing with established companies and start ups. The Research and Development Corporation is a wholly owned subsidiary of the UConn Foundation. Its mission is to create start up businesses utilizing UConn technologies. It includes the opportunity to draw on expertise from throughout the University such as the Schools of Business, Law, Fine Arts, etc. The Research and Development Corporation annually has 1 to 3 start up businesses and reviews 8 to 10 promising technologies. It also manages the University's equity portfolio derived from business start-ups and licenses. The first formal UConn Incubator is under development as part of the second Agriculture Biotechnology Building. The plan is to develop incubator space on all campuses of the University. Trend data below indicates that the CSTC has performed at similar levels to comparable institutions.

Center for Science & Technology Commercialization (CSTC)

	FY97	FY98	FY99	FY00	FY01	FY02	Proj. FY03	Comp. Inst's
Invention Disclosures	45	45	50	72	64	75	75	20-88
New U.S. Patent Approvals	10	19	22	26	26	24	25	7-68
Licenses Executed	10	12	12	18	12	9	12	7-17
Licenses Producing Income	8	12	10	13	16	24	24	9-21
Licensing Revenue	$433K	$806K	$481K	$426K	$467K	$625K	$750K	$343K-$4.6M
Start Ups	1	1	2	0	2	0	2	

NON-CREDIT REGISTRATIONS

Common Core Performance Indicator

Total registrations in non-degree and non-credit courses and workshops. *(Storrs+ and Health Center)*

Are the needs of life long learners being met?

Data Analysis

A significant number of people are benefiting from the University of Connecticut's non-credit courses and programs. Trend data on non-credit students' course workshop registrations and event and conference attendance is provided in the table below as well as data on non-credit courses and workshops offered by the Health Center. As the numbers in the table indicate, non-credit programs form a substantial presence among the programs offered by the University of Connecticut.

The College of Continuing Studies (CCS) components include the Professional Studies Unit, Labor Education Center, Community School of the Arts, and the Credit-Free Program at the Stamford Campus. The Professional Studies Unit (PSU) operates credit-free educational programs at the Storrs campus and throughout the state. Offerings include certificate programs in Information Technology and health care professions, licensing and re-licensing programs in Real Estate and Insurance, and academic conferences. PSU programs fall into two categories: 1. PSU's in-house programs, which have no partners or sponsors; 2. programs done in collaboration with other Schools and departments on campus or outside agencies. Schools and Colleges also offer non-credit programs apart from the College of Continuing Studies.

Non-Credit Registrations in (Courses, Workshops, Conferences, Events)

	FY96	FY97	FY98	FY99	FY00	FY01	FY02
Storrs+							
College of Continuing Studies	49,205	46,321	45,506	41,162	54,223	47,495	37,688
Allied Hlth Women's Hlth Cnf	1,000+	1,000+	1,000+	1,000+	1,000+		
Fine Arts Outreach Programs	132,527	71,075	47,784	102,634	93,850	106,561	113,925
Fine Arts Visiting Artist Lect's	10,702	11,605	12,185	11,120	8,364		
Museum of Natural History				43,446	40,195		
Health Center							
Continuing Medical Education					5,192	10,489	14,529
Patient Educ Discovery Series				3,123	2,619	3,289	2,445
Mini-Med School NonCred Prg				1,721	300	261	323

PROGRAMS/PUBLICATIONS RESPONSIVE TO SOCIETY

Performance Indicator

Provision of Patient/Client Services that Support the Public Good
(Storrs+ and Health Center)

Performance Improvement Goal
FY 2004, number of visits:
Hospital = 185,000;
University Medical Group = 390,000;
Dental Practice: Student = 79,000,
Faculty = 11,500

Data Analysis

A venue for the practice of medicine and dental medicine is necessary to achieve the academic and research goals of the Health Center and its Schools of Medicine and Dental Medicine. In addition to supporting the Health Center's academic mission, the John Dempsey Hospital, University Medical Group and University Dental Group provide a wide range of primary and specialty health care services to the citizens of the State of Connecticut (see table below).

Unit and Activity	95-96	96-97	97-98	98-99	99-00	00-01	01-02	Goal 03-04
John Dempsey								
Hospital Visits								
Emergency Dept	15,805	13,476	14,897	15,961	17,367	19,413	21,782	
In-Patient	7,514	6,939	6,692	6,553	6,879	7,541	8,580	
Out-Patient	104,051	114,337	118,847	122,151	143,426	141,545	151,505	
Total	127,370	134.752	140,436	144,665	167,672	168,499	181,867	185,000
University Medical								
Group Visits								
Consultations	15,447	15,595	16,470	16,292	19,042	21.695	26,450	
Procedures	57,417	57,958	66,136	66,366	75,243	95,714	137,382	
Visits	169,640	182,368	200,798	211,683	217,166	237,964	272,725	
Total	242,504	255,921	283,404	294,341	311,451	355,373	436,557	390,000
Dental Student								
Practice Visits	54,043	65,839	65,121	70,710	76,820	77,340	81,590	79,000
Dental Faculty								
Practice Visits	NA	7,331	8,317	9,031	10,993	11,113	11,020	11,500
Total	**423,917**	**463,843**	**497,278**	**518,747**	**566,936**	**612,325**	**711,034**	**665,500**

With faculty supervision, nursing students provide patient/client services at agencies statewide: graduate students practice more than 500 hours with homeless, migrant farm workers, in community health centers, hospital clinics, and the Niantic women's prison; undergraduates spend 200 hours each semester with patients in acute care settings, providing: direct health care, health monitoring and teaching and continuity of care planning; students visit community senior centers; and, with the Visiting Nurse Association of Central Connecticut, work with CARELINK's Seniors & Students: Partners for Wellness program to promote individuals and their families' ability for self-care and empower them to increase and maintain a healthful quality of life.

PROGRAMS/PUBLICATIONS RESPONSIVE TO SOCIETY

Data Analysis (continued)

Societal Needs	Programs/Publications
Health	School of Allied Health: *Physical Therapy Department* operates an on-campus outpatient practice with Windham Community Memorial Hospital staffed by faculty and post-professional graduate students, providing orthopedic and neuromuscular rehabilitation care; *Center for Health Promotion* provides the university and community with comprehensive interventions on blood pressure, cholesterol, and diet; *Speech and Hearing Clinic* offers comprehensive evaluation, treatment, consultative and referral services; Allied Health provides a *Cancer Risk Appraisal Survey and Information Flyer.* Health Center: *UConn House Call,* mailed 4 times a year to 40,000 homes in UCHC's 17 town Primary Service Area, has information about services and health tips; UCHC's Website *www.uconnhealth.org* contains wellness info and has more than 35,000 visits a month, more than triple last year's rate. School of Nursing: supplies info to the Nursing Career Center of Connecticut about career opportunities in nursing and other health care fields and also provides a web-based support network for nurses; took part in developing the revised Connecticut Articulation Model for Nurse Educational Mobility which improves the process of transferring college credits. School of Pharmacy: *Clinical Pharmacy* faculty do client services, statewide. College of Continuing Studies: Its Professional Studies Unit was awarded training contracts by the Connecticut Health @lert Network. Psychology Department's Psychology Services Clinic: offers mental health services to the community outside the University and mental health assessment services to local school systems; deals with mental health issues of birth to age 3 children; and provides a program for *Early Identification of Autism.*
Mental Health/ Social Services	School of Social Work: offers services and research on child abuse and neglect prevention, children's mental health issues, substance abuse treatment, HIV/AIDS research and services, and violence reduction; and, provides the community a broad spectrum of social service publications. School of Family Studies: the *KIDS Newsletter* provides information to child care programs (circulation of 1,200, published 3 times a year since 1987); *All Children Considered* provides information to child care providers (circulation of 20,000); the *Birth to Five Newsletter* is a quarterly publication for parents, teachers, and caregivers; through the *Humphrey Center for Marital and Family Therapy,* faculty and graduate student trainees see about 450 non-student cases per year involving about 700 people, and totaling about 3,200 hours.
Education	Neag School of Education: faculty provide extensive range of patient/client services statewide, including those for the disabled, school based psychology assistance, adult education, and many others; the biannual *Spotlight Newsletter* is sent to 15,000 nationally, and the *National Research Center for Gifted & Talented* mailed to educators and parents of gifted children, over the past 5 years: 31,000 research monographs, 157,000 practitioner's guides, 1100 training tapes, and 54,000 newsletters.
Agriculture/ Natural Resources	College of Agriculture and Natural Resources: *fact sheets* provided to thousands on home/garden/food/water quality; many faculty on state committees or consulting; *Cooperative Extension Program* offers agricultural/plant consultation services statewide, incl: *Home & Garden Center* (annually responds to 15,000 questions); new Cooperative Extension Services building in Torrington.

PROGRAMS/PUBLICATIONS RESPONSIVE TO SOCIETY

Data Analysis (continued)

Societal Needs	**Programs/Publications**
Business	School of Business: *Center for Health Systems Management* offers assistance & consultation to health care organizations, and, over 5 years, has provided over 280 students internships in health care organizations; the *Center* and the *Connecticut Small Business Development Center* publish the *Institute for Long-Term Health Care Management Data, Quarterly Schedule of Small Business Education Programs,* and *Annual CSBDC Economic Impact Brochure.* College of Liberal Arts and Sciences Economics Department: publishes the *Connecticut Economy: A University of Connecticut Quarterly Review.* Stamford Regional Campus: The *Connecticut Information Technology Institute (CITI)* continues to play a key role in campus outreach efforts involving the business community from corporate to small businesses to meet workforce development needs in Fairfield County in the information technology area; College of Continuing Studies: *Workforce Development Institute* builds collaborations with industry, government, & education on workforce issues and connects UConn to the workplace with partners from inside and outside the University.
Civic	College of Continuing Studies: more than 1,200 publications sold annually by *Institute of Public Service (IPS)*, many requested by municipal officials: *Local Government in Connecticut, Handbooks for Connecticut Tax Collectors, Town Treasurers and Connecticut Boards of Finance, Facts About Property Assessment,* and *Joint Labor/Management Committee* and *Occupation Safety & Health* pamphlets. IPS provides programs/services/consulting to all levels of government. University Faculty Involvement: Many faculty are state government committee members or have state or local government consultancies. Between 1991-92 and 2000-01, there were between 123 and 180 memberships annually and between 104 to 171 consultancies.
Legal	Law School provides a number of client services: *The Connecticut Urban Legal Initiative* has law students identify neighborhood problems that typify urban blight and devise strategies to address them; *The Center for Children's Advocacy* works on behalf of the legal rights of poor children; *Connecticut's Clinical Programs* initiative offers student attorneys the chance to represent clients in civil, criminal, & women's rights cases; Law School also publishes journals sent to law schools and libraries: *The Connecticut Law Journal (semi-annual circulation of 500); The Connecticut Journal of International Law (semi-annual circulation of 250); The Connecticut Law Review (quarterly circulation of 150).*
Culture	School of Fine Arts: As noted in its semi-annual *Connecticut Arts* catalog and *Artszine* on-line newsletter, many cultural events are offered by Fine Arts, the Puppetry Museum, Benton Museum, the Center for Visual Arts & Culture, Connecticut Repertory Theatre, Jorgensen Auditorium, and von der Mehden Recital Hall, for example. Also, opportunities for students include Department of Arts and Fine Arts internships at the Wadsworth Athaneum and the New Britain Museum of American Art. One of many additional initiatives is the Benton Museum's development of The Human Rights Gallery and Sculpture Garden. The University's *Center for Oral History* offers the public important information and has a web-site.

REAL COST PER STUDENT

Common Core Performance Indicator

The ratio of total education and general expenditures including fringe benefits to full-time equivalent (FTE) students. *(Storrs+)*

How does the real cost per student compare to peer institutions?

Data Analysis

This measure represents the amount of funding spent on educational and general (E&G) expenses per student. It does so by dividing total E&G expenditures by Fall full-time equivalent (FTE) enrollment. FTE enrollment is defined as Total Full-Time Enrollment plus 1/3 Part-Time Enrollment. Because UConn is a research university with an extraordinarily high percentage of its undergraduates residing on campus, the real cost per student also is presented in relation to the university's total budget, representing the full range of university activities.

Figures in the table below indicate that the University is higher than its peers in regard to E&G expenditures per FTE student as well as total expenditures per FTE student, and that the difference has remained about the same over time. Cost of living reflected in higher salaries and costs for services and materials are a major contributor to this difference between UConn and its peers. As is true of the Real Price to Students measure (page 14), UConn real cost per student is more in line with its northeast public peers.

Cost Per FTE Student Peer Comparison

	FY 97	FY 98	FY 99	FY 00	FY 01	%Change
University of Connecticut						
FTE Enrollment	17,341	17,475	18,400	19,203	20,061	15.6%
E & G Expenditures	$363.5M	$375.5M	$409.6M	$453.3M	$486.2M	33.8%
Cost Per FTE Student	$20,963	$21,490	$22,260	$23,603	$24,238	15.7%
Total Expenditures	$431.5M	$444.9M	$488.3M	$537.2M	$577.6M	33.9%
Cost Per FTE Student	**$24,881**	**$25,457**	**$26,539**	**$27,973**	**$28,794**	**15.7%**
Peer Average						
FTE Enrollment	23,880	24,273	24,861	24,946	25,569	7.1%
E & G Expenditures	$460.5M	$490.5M	$506.3M	$535.5M	$569.5M	23.7%
Cost Per FTE Student	$19,284	$20,208	$20,364	$21,466	$22,273	15.9%
Total Expenditures	$547.7M	$580.9M	$597.7M	$633.5M	$670.5M	22.4%
Cost Per FTE Student	**$22,934**	**$23,933**	**$24,043**	**$25,397**	**$26,222**	**14.3%**

RETENTION RATE

Common Core Performance Indicator

The number and percentage of first-year full-time degree seeking students who enroll in a given fall semester and return the following fall. *(Storrs+)*

Performance Improvement Goal
To continue and improve upon our current high rate of retention.

Data Analysis

Freshman retention rates at UConn are higher than peer institutions (see table below). Both one– and two-year retention rates increased over last year. Minority freshman retention rates are equally impressive. They also increased over last year. Notwithstanding, the University continues to address this important area. A Retention and Graduation Task Force is meeting regarding data, trends, surveys, environmental scans, and literature reviews, all with the intent of optimizing students' staying at UConn and earning their degree.

The University's growth in its First Year Experience (FYE) program and continuation of strong support programs for minorities and all students, and the increase in academic quality of incoming students is expected to improve retention and graduation rates. FYE has grown consistently since its inception in both number of courses offered and number of freshmen registered in these courses. Currently the majority of freshmen enroll in this course that helps acclimate them to the University and the college experience.

UConn First-Time Freshman Retention Rates

		Storrs	Regionals	Total	Peers
One-Year Retention Rate	(Fall 01 to Fall 02)	88%	77%	85%	82%
	(Fall 00 to Fall 01)	88%	72%	85%	82%
Two-Year Retention Rate	(Fall 00 to Fall 02)	80%	60%	76%	na
	(Fall 99 to Fall 01)	79%	56%	75%	na

UConn First-Time Minority Freshman Retention Rates

		Storrs
One-Year Retention Rate	(Fall 01 to Fall 02)	90%
	(Fall 00 to Fall 01)	87%
Two-Year Retention Rate	(Fall 00 to Fall 02)	80%
	(Fall 99 to Fall 01)	80%

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GRADUATION RATE

Common Core Performance Indicator

The number and percentage of first-year full-time degree seeking students in a cohort who complete within 4 and 6 years for the state universities. *(Storrs+)*

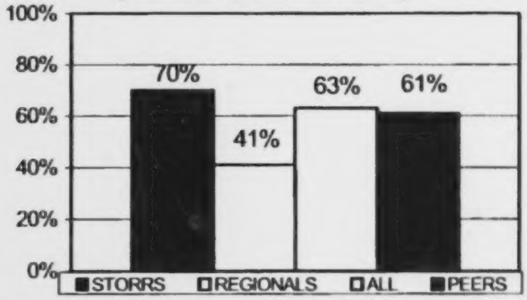
Performance Improvement Goal

To improve by one to two percentage points in the next three years.

Data Analysis

Graduation rates for all UConn undergrads and breakdowns by Storrs and regional campuses for the most recent cohort are presented on the graph to the right. These are six-year graduation rates, the national standard of comparison for completion. Seventy percent of students who were originally Storrs freshmen graduated in six years; rates for students originally freshmen at regionals were lower. Completion rates increased from last year for Storrs and regional campuses and are higher than the peer average (see chart). Minority graduation rates at UConn are substantially higher than peers. The six-year graduation rate for minorities at UConn is 65% compared to 50% for peers. Strong support programs in place for minorities and all students have been key. Graduation rates continue to be a high priority.

Six-Year Undergraduate Graduation Rate for Most Recent Cohort (Fall 1996 to Summer 2002)



Six-Year Graduation Rates for 3 Most Recent Cohorts

	93-94 to 99-00	94-95 to 00-01	95-96 to 01-02
Storrs	68%	68%	70%
Regionals	38%	38%	41%
Total	**60%**	**61%**	**63%**
Peers	60%	60%	61%

Data below indicate the UConn compares favorably, nationally, regarding average time to graduate, 4.4 years for UConn students compared to 4.7, nationally. Most recent data available for our peers indicated a 4.8 year graduation rate. Also, for the most recent data available, 40% of UConn undergraduate students graduated within four years, 62% in five years, and 70% in six years. These numbers are in line, or better than those of our peers.

Average Time for Undergrads to Graduate at the Storrs Campus (Most Recent Data)

Freshmen Entering Fall	As of Spring	Average years to graduate
UConn 1995	2002	4.4
UConn 1991 to 1994	1998 to 2002	4.5
Research 1 Inst. 1993 to 1994	*2000 to 2001*	*4.7*

Source: Consortium for Student Data Exchange; NCAA Division 1 Graduation Report

POST-BACCALAUREATE GRADUATION RATE

Common Core Performance Indicator

Graduation rates: in four years for master's students and eight years for Ph.D., medical, and dental students. *(Storrs and Health Center)*

What percentage of post-baccalaureate students are graduating in the amount of time used as a standard for comparison purposes nationally?

Data Analysis

Admissions criteria and degree requirements differ among fields of study for master's and doctoral degree students. Thus, graduation rates also vary. All students are expected to complete a degree within a reasonable time, however, capturing this information is difficult because many graduate students pursue their degrees part-time while employed or parenting full-time, and there is a stop and start nature to attendance. Employment opportunities in other locations also take some students away. Full-time graduate students may switch to part-time status out of personal or financial necessity or employment opportunities. Some master's programs can be completed in 2 years; others take longer. Four-year completion rates from graduate programs have been used in studies where data is available, nationally. Master's level students must complete within 6 years.

An equivalent of 3 years of full-time study beyond the baccalaureate or 2 years beyond the master's is required of all doctoral students. They must complete within 8 years. Extensions are considered when there is substantial evidence of consistent progress toward completion. Completion rates for most master's degree fields are expected to be 80-85% within 6 years; and, for doctoral students, 65-70% in 8 years.

Graduation rates within 8 years for medical and dental students, as one might expect from academic credentials of students admitted to these programs, are very high. Rates for Medical School students who entered between 1993 and 1998 ranged from 82 to 98 percent. So, many are graduating in less than 8 years. Rates for Dental students ranged from 83 to 93 percent in the same period. Some students are earning combined degrees (e.g., MD/PhD, DMD/PhD, MD/MPH). This can extend the date of graduation.

8-Year Graduation Rates of UCHC Medical and Dental School Students

Entering Year, Fall of:	1992	1993	1994	1995	1996	1997	1998	Goal
School of Medicine								
Admitted	81	80	81	83	81	83	77	
Graduated to Date	**95%**	**98%**	**94%**	**98%**	**91%**	**89%**	**82%**	**95%**
Active	0%	0%	1%	0%	3%	5%	14%	
Withdrawn/Dismissed to Date	4%	2%	5%	2%	6%	6%	3%	
School of Dental Medicine								
Admitted	39	45	44	38	43	43	42	
Graduated to Date	**79%**	**93%**	**93%**	**87%**	**93%**	**90%**	**83%**	**90%**
Active	0%	0%	0%	0%	0%	3%	5%	
Withdrawn/Dismissed to Date	21%	7%	7%	13%	7%	7%	12%	

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2003 REPORT

Connecticut State University

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Overview

The Connecticut State University System is a comprehensive university system comprising four universities. Central Connecticut State University in New Britain, Eastern Connecticut State University in Willimantic, Southern Connecticut State University in New Haven and Western Connecticut State University in Danbury. The oldest institution is Central, established in 1849. The youngest, Western, was established in 1903. The institutions evolved from normal schools to teachers' colleges to state colleges, and finally, to state universities. From 1849 to 1965, the institutions were governed by the State Board of Education. In 1965, the Board of Trustees for the Connecticut State Colleges was established as an independent governing board. Under the governance of the trustees, new degree programs were established, enrollment increased, and facilities were improved and expanded. In 1983, university status was conferred. In 2000, the universities in the system were authorized to offer the Educational Doctorate Degree. Today, CSU is the state's largest university system, with over 36,000 students.

Mission

"The four comprehensive universities of the CSU System — Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University and Western Connecticut State University — are Connecticut's universities of choice for students of all ages, backgrounds, races and ethnicities. CSU provides affordable and high-quality, active-learning opportunities, which are geographically and technologically accessible. A CSU education leads to baccalaureate, graduate and professional degrees consistent with CSU's historical missions of teacher education and career advancement, including applied doctoral degree programs in education. CSU graduates think critically, acquire enduring problem-solving skills and meet outcome standards that embody the competencies necessary for success in the workplace and in life."

Fulfilling the Mission

CSU fulfills this mission through the focused missions of its universities.

Central Connecticut State University
- is Connecticut's premier learner-centered public university with teaching as its focus
- applies knowledge to better the human condition
- provides access and quality for students to reach their full potential

Eastern Connecticut State University
- is Connecticut's public liberal arts university
- provides an intellectual ambiance that develops analytic thinkers, innovative problem solvers and creative learners

Southern Connecticut State University

- is a preeminent metropolitan university
- offers a learning community that is grounded in a liberal education
- is the lead institution for advanced study in CSU

Western Connecticut State University

- aspires to be the state's public university of choice for programs of excellence in the liberal arts and the professions
- builds all programs on a strong liberal arts foundation
- stresses critical thinking, problem solving, and communication skills for the new millennium.

Creative learning at each university transforms Connecticut into a state of minds.

System Profile

In fall 2002 the universities of the University System enrolled 36,126 undergraduate and graduate students in over 150 different degree programs; 92% of these students are Connecticut residents. In Summer 2002, Central and Southern admitted the first cohort of students into their new Ed.D. programs in Educational Leadership. System-wide, about 60% of the students are female and almost 15% are students of color. The system employs over 3,000 full-time staff, including 1,150 faculty. For FY 2001-2002, the System's budget was more than $360 million. Between July 1, 2001 and June 30, 2002 the universities awarded 3,750 bachelors degrees, 1,436 masters degrees and 242 Sixth-year Certificates (advanced graduate study).

System Initiatives

The following system initiatives closely follow many of the goals proposed by the Legislature and addressed by the performance indicators in this report:

1. Enhance Scholarship, Teaching and Learning
2. Enhance Public Education
3. Enhance the Quality of Student Life
4. Enhance Support for the State's Economy and Quality of Urban Life
5. Enhance the Use of Technology
6. Develop Synergies
7. Increase Institutional Advancement Efforts
8. Maintain and Enhance Physical Facilities
9. Enhance Continuous Quality Improvement Efforts and Gain Operating Efficiencies
10. Enhance Access, Equity and Retention
11. Develop Fully the Human Capital Within CSU and Connecticut

Each year, the chancellor of the CSU System prepares a Letter of Priority for each university president outlining the strategic priorities that will be addressed under these initiatives.

Methodology

For most of the measures described in this report, system data were readily available from surveys conducted by the universities in the CSU system, from standardized reports of enrollment submitted to the US Department of Education or the Connecticut Department of Higher Education or from the universities themselves. For measures where CSU universities were compared to peer institutions, the same standardized reports were used. Population and income data were obtained from the US Department of Commerce 2000 Census. Where data for some measures are, for all intents and purposes, the same for each institution—as in the case of some fiscal indicators—a system-level table, graph and analysis are used instead of individual institutional analyses that would be repetitive. The other measures do provide individual institutional data entries and trends.

System Peers

In March 2000, each university in the system formally adopted a group of peer institutions against which various comparisons could be made. These institutions were selected for comparability of size, undergraduate/graduate enrollment, number of full-time and FTE faculty, program mix, library size, revenue and expenditures, and location (urban/suburban/rural). In 2001, Eastern's peer list was revised to include an additional liberal arts university and remove some institutions that had lost compatibility. Two additional institutions were added in 2002. Since some of our universities selected the same institutions for peers, there are 27 different institutions in the mix. Comparisons to peer institutions, as appropriate, appear throughout the report.

CSU Comparative (Peer) Institutions

Central Connecticut State University
Bridgewater State College (MA)
Oakland University (MI)
SUNY College at Oswego
Towson University (MD)
West Chester University of Pennsylvania
William Patterson University of New Jersey

Eastern Connecticut State University
Massachusetts College of Liberal Arts (2001)
Ramapo College of New Jersey
Salisbury State University (MD)
SUNY College at Geneseo
University of Maine at Farmington
Truman State University (MO) (2002)
University of North Carolina-Asheville (2002)

Southern Connecticut State University
Bridgewater State College (MA)
CUNY College of Staten Island
Kean University (NJ)
Montclair State University (NJ)
Oakland University (MI)
Rhode Island College
Salem State College (MA)
Salisbury State University (MD)
Towson University (MD)
William Paterson University of New Jersey

Western Connecticut State University
Fitchburg State College (MA)
Frostburg State University (MD)
Indiana University-South Bend
Indiana University-Southeast
Salisbury State University (MD)
SUNY College at Fredonia
University of Michigan-Flint
Western Oregon University
Westfield State College (MA)
Worcester State College (MA)

LICENSURE AND CERTIFICATION EXAM PERFORMANCE

Common Core Performance Indicator

The percentage of successful completers on licensure and certification exams.

To what extent are program completers prepared to practice in their profession?

Data Analysis

Program Completers Passing Praxis II		
	1999-2000	**2000-2001**
CCSU	93%	91%
ECSU	98%	100%
SCSU	92%	92%
WCSU	88%	100%
ALL CSU	**93%**	**96%**
STATEWIDE	**95%**	**94%**

External assessment is not new to the professional programs at the universities in the CSU system. The importance of teacher preparation to the mission of all the CSU universities keeps their curricula in constant view and review. There are multiple measures used to assess program effectiveness: one of these is the federally mandated report of performance of program completers passing the PRAXIS II. Results of the Praxis II examination for CSU students in 1999-2000 and 2000-2001 are presented below. It should be noted that some schools outside CSU require passage of Praxis II for program completion, thereby reporting a 100% pass rate; CSU reports all students who took the exam and completed the major.

Results are also presented for completers of the BS in Nursing Programs at Southern and Western. For the past two years the percentage of CSU students who passed the National Council of State Boards of Nursing Learning Extension examination was higher than the national average.

Performance of Bachelor of Science in Nursing Program Completers on National Council of State Boards of Nursing Learning Extension (NCLEX-RN) Examination

	1999-2000	**2000-2001**	**2001-2002**
SCSU	85%	93%	93%
WCSU	61%	86%	87%
STATEWIDE	76%	NA	NA
NATIONAL*	85%	82%	82%

*2001 and 2002 results are unaudited; 2002 results are through June

In 2000-2001, Central participated in a pilot test to assess learning outcomes for computer science program completers using the Higher Education Assessment Major Field test for Computer Science. Computer Science graduates taking the test scored at the 80th percentile.

GRADUATES WHO REPORT THEIR CSU CURRICULUM ENHANCED GENERAL EDUCATION SKILLS

Performance Indicator

This indicator shows the percent of graduates who reported that their CSU education had a positive impact on their ability to: think critically, analytically and logically; write effectively; communicate well orally; use scientific and quantitative skills; and acquire new skills and knowledge independently.

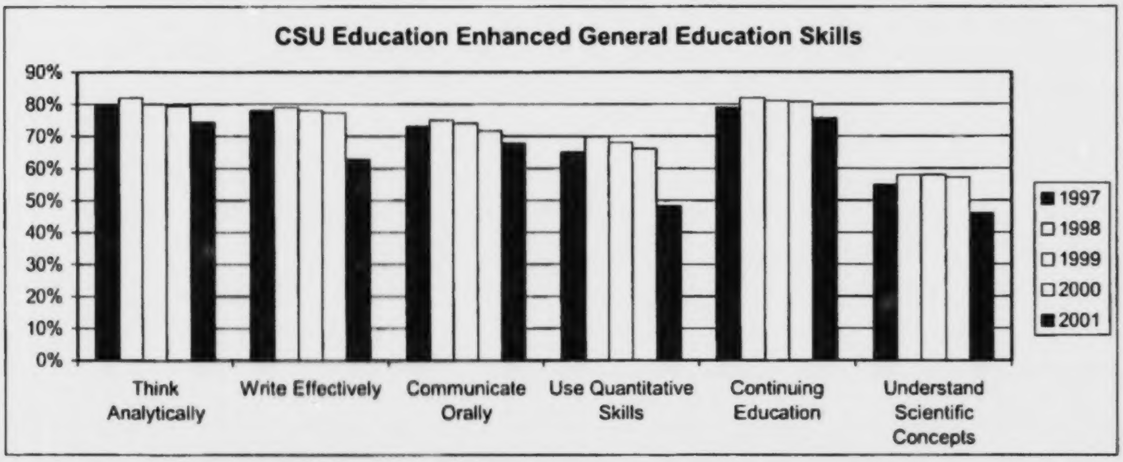
To what extent do CSU graduates report positively on the outcomes they received from their education?

General Education Outcomes: All CSU Survey of Graduates

	1997	1998	1999	2000	2001
Think Analytically	80%	82%	80%	79%	74%
Write Effectively	78%	79%	78%	77%	63%
Communicate Orally	73%	75%	74%	72%	68%
Use Quantitative Skills	65%	70%	68%	66%	48%
Continuing Education	79%	82%	81%	81%	76%
Understand Scientific Concepts	55%	58%	58%	57%	46%

Data Analysis

Each year, the universities in the Connecticut State University system survey their graduates on a variety of indicators. Reports by graduates on the effectiveness of the General Education component of the baccalaureate curriculum is one of those indicators. This information is self-reported. Results from the Survey of Graduates: July 1, 2000 to June 30, 2001 showed a change from those of the previous years' graduates. Again, there were various gradations among the five areas; unfortunately there has been a serious decrease in the return rate each year since 1996, with this years' rate being the lowest at 25%. Generalization of data results should be considered in the context of the return rate. The highest rated skill each year continues to be "*acquire new skills and knowledge independently*" (Continuing Education in the graphic below). Seventy-six percent of the 2001 graduates indicated that their CSU education enhanced their skills to learn and develop an appreciation for continuing education and lifelong learning. Additionally, 74% reported that their CSU education enhanced their ability to "think analytically and logically," and 63% reported enhanced skills to "write effectively." As learning outcome measures are developed more research-based data will be reported.



COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Common Core Performance Indicator

Collaborative activities and programs supported by the state universities in Connecticut public schools.

Performance improvement Goal
Each University will add two programs between 2002 and 2004.

Data Analysis

CSU universities are proud of the many relationships they have with local schools in their respective regions and the mutually beneficial programs that have developed over the years. The CSU universities are integrally involved in not only educating and training more than half the teachers in the state but also in ensuring the professional development for K-12 personnel and the quality improvement of school programs and initiatives. Above and beyond these formal programs all the universities have field experience and student teaching placement arrangements with the schools in their regions.

K-12 Formal Relationships or Partnerships

	1998	1999	2000	2001	2002	2004 Goal
CCSU	23	25	25	28	31	30
ECSU	0	5	5	5	5	7
SCSU	18	19	24	24	24	26
WCSU	4	4	5	7	9	9
ALL CSU	**45**	**53**	**59**	**64**	**69**	**72**

Central Connecticut State University currently has seven formal relationships between public schools and the School of Education and Professional Studies. These formal relationships are embedded in the school's *Professional Development Network*, indicating that contracts have been signed that address the mutual commitment of resources, central administrative support and faculty commitment. These are formal collaborative ventures between pre-school through grade 12 schools and the university. CCSU also has twenty four partnerships — mutually defined agreements to collaborate on specific projects — in the Schools of Arts and Sciences, Education and Professional Studies, and Technology. New for this year is CCSU's involvement in a US Department of Education Grant—Preparing Tomorrows' Teachers to Use Technology—Consortial Strategies for the Integration of Technology in Teacher Preparation and Performance Assessment. This Collaboration includes Northwestern Connecticut Community College, CSU PDS network and Pratt & Whitney Aircraft.

Eastern Connecticut State University is a sponsor of the Professional Development Schools (PDS) program, working with five disadvantaged, rural school districts in eastern Connecticut. School districts make major commitments to the PDS program with cooperating PDS teachers serving as mentors to pre-service students and modeling effective teaching and learning practices. Cooperating teachers are an essential link to the teacher preparation program. Two new programs—Tech4PreK and Experiences for Future Teachers in Technology—could lead to additional partnerships.

Southern Connecticut State University's faculty are assigned to each of the seven Professional Development Schools (PDS) in the Greater New Haven area and provide

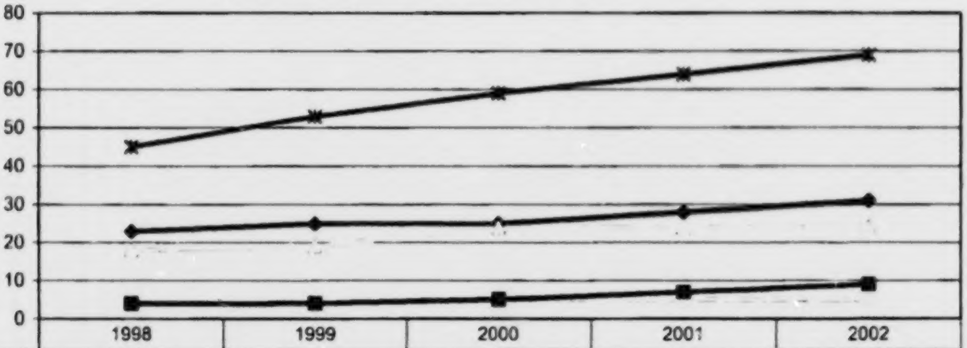
COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Data Analysis (continued)

such support as consultation with teachers and principals, and conducting workshops. In addition, programmatic endeavors are in effect between academic departments and area schools. SCSU students are engaged in field assignments in these schools on a regular basis. Teachers from the PDS are often called upon to be lecturers in classes at SCSU. Further, the New Haven Public Schools have assigned a PDS coordinator from their central office to oversee the development of PDS and to work directly with the Dean's office. In the Momauguin school district in New Haven and in Ansonia, PDS university faculty and school teachers work together and coordinate their activities. In New Haven, SCSU faculty are actively participating with teachers in the School Program Management Teams (SPMT) within each school. Southern and the participating schools have created the beginnings of an administrative and overall governance structure for the PDS network and will be continuing this work in the future. Southern is planning to add four new partnerships next year.

Western Connecticut State University is currently affiliated with nine Professional Development Schools (PDS) within the Danbury Public School System. All elementary education majors are placed in one of the seven schools during their "professional semester" for a 10-day field experience. Activities at the participating PDS sites are consistent with best practice in teacher education and involve a complex interaction between university and site-based practitioners. Western faculty have been involved in staff development training days at PDS sites and classroom teachers are often brought into professional semester classes as "living resources." A significant number of students continue at the PDS site for their supervised student teaching experience.

Taken together, these partnerships reflect CSU's effective role as Connecticut's leading teacher-education provider.



Partnerships or Formal Relationships between CSU Universities and Area Schools

	1998	1999	2000	2001	2002
CCSU	23	25	25	28	31
ECSU	0	5	5	5	5
SCSU	18	19	24	24	24
WCSU	4	4	5	7	9
ALL CSU	45	53	59	64	69

MINORITY ENROLLMENT

Common Core Performance Indicator

The proportion of students of color (African-Americans, Hispanics, Asian Americans, and Native Americans) enrolled in the state universities compared to the proportions in the state's population, 18 years of age and older.

Performance improvement Goal

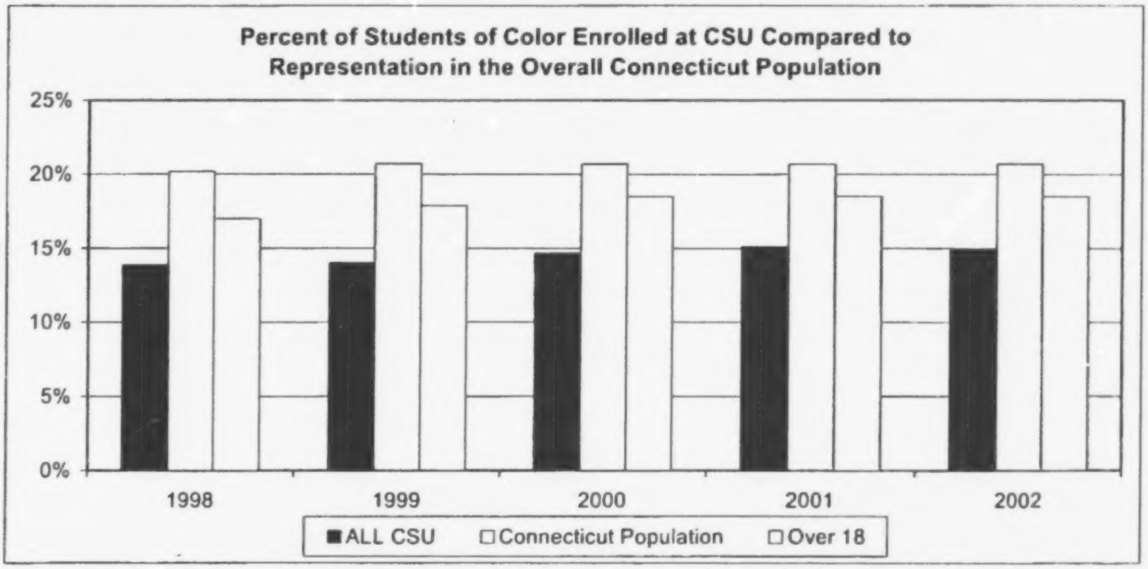
By fall 2004, the percentage of students of color at CSU institutions will achieve parity with the percentage of over 18 year old residents of color in the state population.

Enrollment of Students of Color by Campus and CT Population

	1998	1999	2000	2001	2002
CCSU	13.9%	14.3%	14.6%	14.6%	14.1%
ECSU	13.8%	13.6%	13.7%	13.7%	12.3%
SCSU	14.4%	14.6%	15.9%	17.2%	17.2%
WCSU	12.7%	12.7%	13.2%	13.3%	13.6%
ALL CSU	**13.9%**	**14.0%**	**14.7%**	**15.1%**	**14.9%**
Connecticut Population	20.2%	20.7%	20.7%	20.7%	20.7%
Over 18	**17.0%**	**17.9%**	**18.5%**	**18.5%**	**18.5%**

Data Analysis

Enrollment of students of color at each of the universities in the CSU System has increased modestly since 1998. This fall they represent almost 15% of the total student body. Since 1998, the student body has grown by 9% while the percentage growth of students of color is 17% — a positive trend toward narrowing the current gap. U.S. population estimates based on the 2000 census shows the non-white population of Connecticut at 20.7%, whereas in 1997 it was 19.7%. While the percentage of students of color at CSU is less than the percent of African-Americans, Hispanics, Asian-Americans and Native Americans in the state population, the growth of representation of these groups at CSU institutions has been more dramatic. The chart above shows CSU's proportion of students of color more closely approximates the over 18 age cohorts of these groups in the general state population. However as USDE does not require students to provide information about race and ethnicity, fewer students are doing so, resulting in inexact data.


Percent of Students of Color Enrolled at CSU Compared to Representation in the Overall Connecticut Population

OPERATING EXPENDITURES FROM STATE SUPPORT

To what extent does the State support the universities in the Connecticut State University System, and how does that compare to state support for peer institutions in other states?

Common Core Performance Indicator

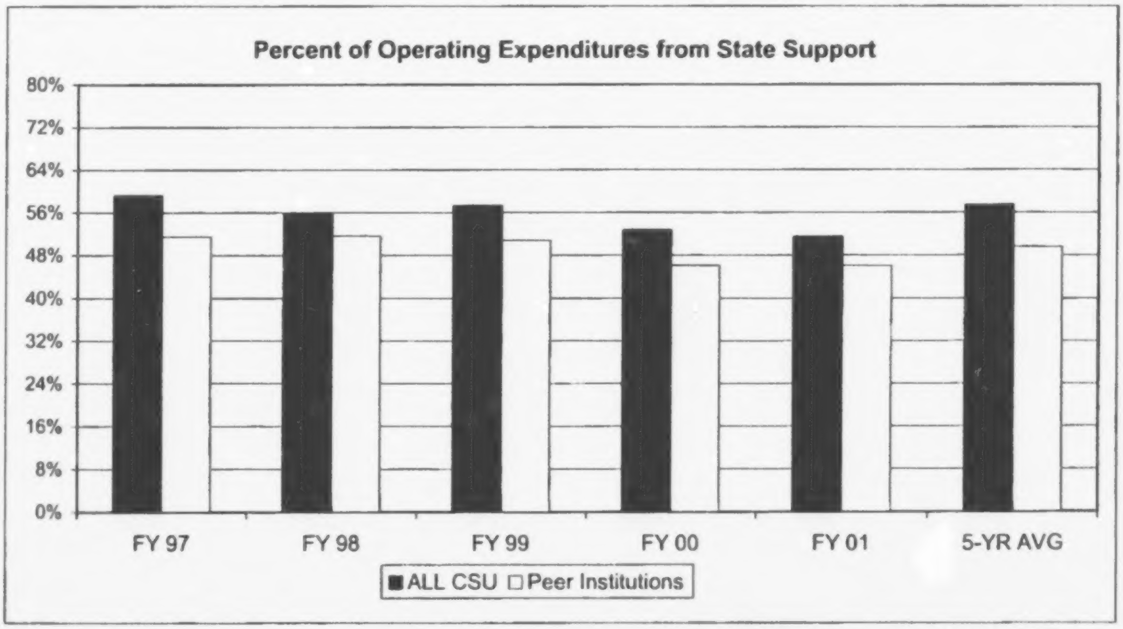
The total state appropriations, including general fund fringe benefits and state support for student financial aid as a percent of total education and general expenditures, excluding capital equipment purchased with bond funds.

Data Analysis

Percent of Operating Expenditures from State Support

	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	5-YR AVG
ALL CSU	**59.3%**	**56.0%**	**57.4%**	**52.8%**	**51.5%**	**57.8%**
Peer Institutions	51.5%	51.7%	50.8%	46.1%	46.1%	48.9%

The percentage of operating expenditures from state support for the Connecticut State University System (CSU) has been consistently higher compared to its peer institutions, averaging 57.8% on an adjusted basis over the five-year period from FY1997 through FY2001, versus 48.9% for peer institutions. [Note: During FY2000, there was a change in the CSU System internal fund distribution formula which affected individual university trends.] However, although the percentage of state support for CSU is appreciably higher than its peers, the general trend is that the percentage of operating expenditures from state support for CSU is declining. This trend is unfortunate, since the University depends on State support to maintain the quality of programs at the caliber expected by the State's businesses and citizens, while also ensuring access and affordability to students.



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OPERATING EXPENDITURES FROM STATE SUPPORT

	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	Five-Year Average
Central CT State University	**58.9%**	**55.7%**	**55.6%**	**50.3%**	**48.9%**	**56.0%**
Central Peers	48.6%	47.4%	46.2%	41.0%	40.9%	44.3%
Eastern CT State University	**55.6%**	**51.0%**	**53.2%**	**53.6%**	**45.9%**	**53.6%**
Eastern Peers	52.3%	54.4%	54.0%	50.6%	51.7%	52.5%
Southern CT State University	**61.0%**	**59.5%**	**59.1%**	**55.9%**	**49.4%**	**59.5%**
Southern Peers	50.8%	50.0%	49.2%	44.8%	44.2%	47.4%
Western CT State University	**60.2%**	**55.3%**	**61.9%**	**51.1%**	**52.2%**	**58.2%**
Western Peers	54.5%	56.0%	54.4%	49.4%	50.2%	52.6%

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REAL PRICE TO STUDENTS

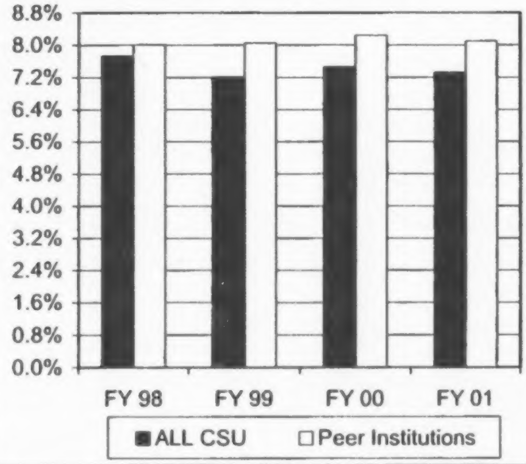
Common Core Performance Indicator

This indicator shows tuition and required fees (not including student health insurance) as a percent of state median household income.

Performance improvement Goal

Our target is to maintain the percent of CSU tuition in reference to MHI below the aggregate for our peer group.

Real Price to Attend CSU Compared to Peer Institutions as a Percent of Median Household Income



Data Analysis

Over the four-year period from FY1998 through FY2001, the average cost of tuition and mandatory fees at the Connecticut State University System (CSU) represented a smaller percentage of median household income than its combined peer group. Moreover, although tuition and fees increased both at CSU and among the 27 peer institutions from FY1998 to FY2001, tuition and fees as a percentage of median income for CSU has **declined** substantially, from 7.74% percent in FY1998 to 7.33% percent in FY2001, reflecting the tuition freeze in place in FY1999 and FY2000 as well as the fact that Connecticut MHI had a higher rate of growth over the four years than the average MHI for the peer aggregate. Conversely, among the peer group, the percentage has **increased** slightly, from 8.01% to 8.10% in the same time period. In terms of affordability, CSU continues to maintain a price advantage versus its peers, and remains an excellent value.

Real Price to Attend CSU

	FY 1998	FY 1999	FY 2000	FY 2001
CSU Average Tuition & Fees	3,601	3,667	3,749	3,910
Peer Institutions Average Tuition & Fees	3,400	3,563	3,765	3,802
Average CSU Tuition & Fees as % of MHI	**7.74%**	**7.22%**	**7.47%**	**7.33%**
Average Peer Institutions Tuition & Fees as % of MHI	**8.01%**	**8.05%**	**8.25%**	**8.10%**

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Real Price to Students

CENTRAL	**FY 1998**	**FY 1999**	**FY 2000**	**FY 2001**	**% Change FY 98-01**
Tuition and Fees	3,614	3,670	3,772	3,972	9.9%
Connecticut MHI	46,508	50,798	50,152	53,347	14.7%
T&F as % of MHI	**7.77%**	**7.22%**	**7.52%**	**7.45%**	
Tuition and Fees – Peer Average	3,845	3,999	4,155	4,307	12.0%
MHI Peers Average	43,403	45,121	46,675	48,036	10.7%
T&F as % of MHI – Peers	**8.86%**	**8.86%**	**8.90%**	**8.97%**	

EASTERN	**FY 1998**	**FY 1999**	**FY 2000**	**FY 2001**	**% Change FY 98-01**
Tuition and Fees	3,594	3,657	3,754	3,906	8.7%
Connecticut MHI	46,508	50,798	50,152	53,347	14.7%
T&F as % of MHI	**7.73%**	**7.20%**	**7.49%**	**7.32%**	
Tuition and Fees – Peer Average	3,437	3,570	3,842	3,884	13.0%
MHI Peers Average	41,609	43,461	45,467	45,112	8.4%
T&F as % of MHI – Peers	**8.26%**	**8.21%**	**8.45%**	**8.61%**	

SOUTHERN	**FY 1998**	**FY 1999**	**FY 2000**	**FY 2001**	**% Change FY 98-01**
Tuition and Fees	3,568	3,664	3,711	3,850	7.9%
Connecticut MHI	46,508	50,798	50,152	53,347	14.7%
T&F as % of MHI	**7.67%**	**7.21%**	**7.40%**	**7.22%**	
Tuition and Fees – Peer Average	3,427	3,717	3,857	4,042	17.9%
MHI Peers Average	45,410	47,203	47,928	49,976	10.1%
T&F as % of MHI – Peers	**7.55%**	**7.88%**	**8.05%**	**8.09%**	

WESTERN	**FY 1998**	**FY 1999**	**FY 2000**	**FY 2001**	**% Change FY 98-01**
Tuition and Fees	3,626	3,676	3,758	3,910	7.8%
Connecticut MHI	46,508	50,798	50,152	53,347	14.7%
T&F as % of MHI	**7.80%**	**7.24%**	**7.49%**	**7.33%**	
Tuition and Fees – Peer Average	3,303	3,367	3,578	3,493	5.8%
MHI Peers Average	42,481	44,606	45,182	47,301	11.3%
T&F as % of MHI – Peers	**7.78%**	**7.55%**	**7.92%**	**7.39%**	

STUDENT FINANCIAL AID FROM STATE SUPPORT

Performance Indicator

This indicator shows the ratio of state support for financial aid to total aid awarded.

Performance improvement Goal

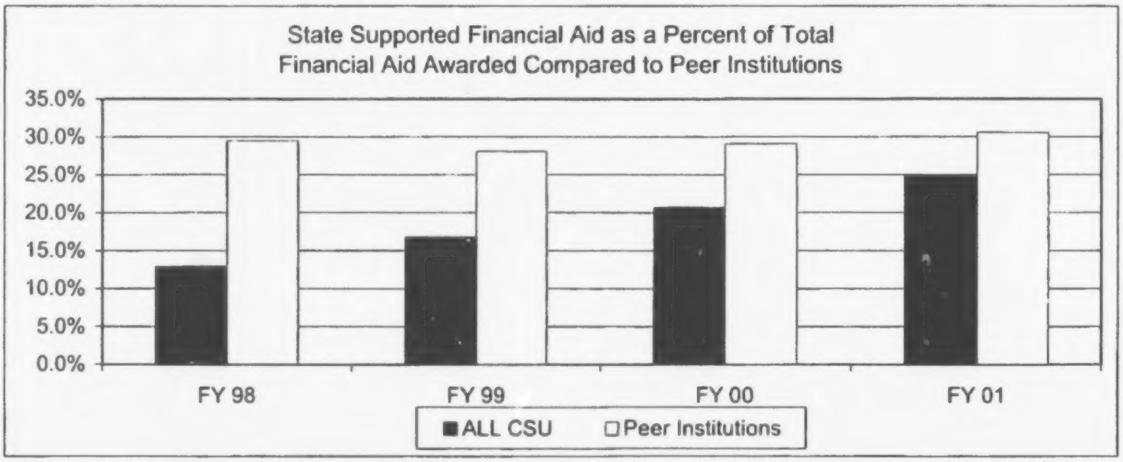
Increase the current percentage of student financial aid from state support to that of the peer group aggregate.

Data Analysis

Connecticut State University System (CSU) students receive less in financial aid from state support as a percentage of total financial aid than do students at peer universities; however, this percentage has risen significantly over the four years from 1998 to 2001. In FY1998, CSU students only received 12.9% of financial aid from state sources; this percentage rose to 16.8% in FY1999, 20.7% in FY2000, and 25.0% in FY2001. Conversely, students at peer institutions have received on average 29% of total financial aid from state sources over the same four-year period. The increase is due to two factors: the State of Connecticut directed more funding into the CAPCS (Connecticut Aid to Public College Students) program from FY1998 to FY2002, and the distribution formula used by the Department of Higher Education to allocate CAPCS among the constituent units of higher education has been revised to direct additional funds to institutions serving the neediest students, resulting in a greater allocation to CSU. Total funding for CAPCS increased 30.3% in FY99 versus FY98, 28.5% in FY00 versus FY99, and 35.8% in FY01 versus FY00. The revision in the distribution formula has resulted in a larger percentage of total CAPCS funding directed to CSU: 32.7% in FY98, 34.4% in FY99, 34.7% in FY2000, and 35.9% in FY2001. Peer institutions come from 12 different states, all with different state financial aid programs. It should be noted that subsequent to FY2001, the percent of CAPCS funded by the State has declined, and the program is currently funded at only 60% (versus a high of 81% in FY2001). It is strongly urged that the state fully fund the CAPCS program in the future.

Percent of Financial Aid from State Support

	FY 1998	FY 1999	FY 2000	FY 2001
CSU Institutions	**12.9%**	**16.8%**	**20.7%**	**25.0%**
Peer Institutions	29.5%	28.1%	29.1%	30.6%


State Supported Financial Aid as a Percent of Total Financial Aid Awarded Compared to Peer Institutions

INCOMING FRESHMEN WHO ARE CONNECTICUT RESIDENTS

Performance Indicator

This indicator shows the percent of new students — first time and transfer — indicating Connecticut residence in information collected at enrollment. Data are for the fall semester in each year indicated.

Performance Improvement Goal

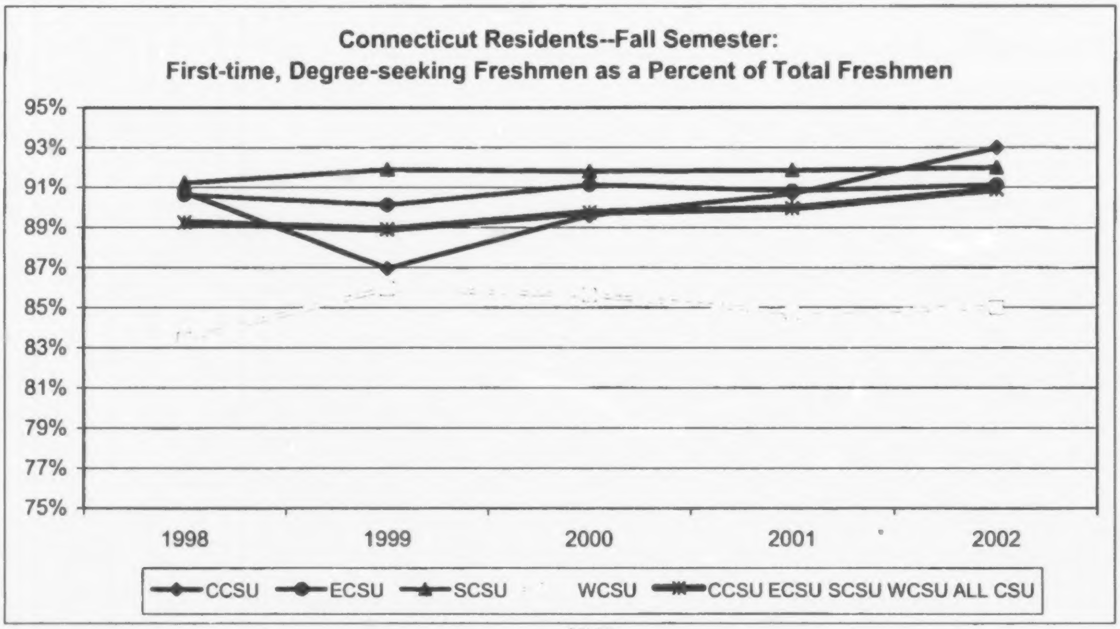
While percentages will vary by university, the goal of each university is to maintain or improve its current percentage.

Percent CT Residents of All New Freshmen

	1998	1999	2000	2001	2002
CCSU	91%	87%	90%	91%	93%
ECSU	91%	90%	91%	91%	91%
SCSU	91%	92%	92%	92%	92%
WCSU	83%	86%	86%	85%	85%
ALL CSU	**89%**	**89%**	**90%**	**90%**	**91%**

Data Analysis

CSU consistently fulfills its mission of providing high quality education for Connecticut residents by attracting more than 90% of its enrollment from within the state. In fall 2002, the number of Connecticut residents enrolled as first-time, degree-seeking freshmen in the CSU system ranged from 85% to 93% of all new freshmen. Over the past five years, system-wide, the percent of Connecticut residents increased from 89% to 91%, the highest for any Connecticut university. Concurrently increasing enrollment indicates that the number of Connecticut residents attending CSU has also been increasing. Overall, 92% of CSU's 36,126 students in fall 2002 were Connecticut residents.



DEGREES CONFERRED BY CREDIT PROGRAM

Common Core Performance Indicator

The number and percentage of degrees conferred by credit program area.

To what extent are graduates of CSU universities in program areas that address state economic needs?

Data Analysis

The CSU system confers more undergraduate and graduate degrees than any institution in Connecticut. With some fluctuation over the past five years, the number of degrees conferred at universities in the CSU system increased by 1.4%. Major increases since FY 1998 have occurred in Business (12%), Science and Technology (7%), Liberal Arts (18%) and Humanities (14%). The decline in Health/Life Sciences degrees is due primarily to a decrease in the number of Biology degrees conferred at the undergraduate level and graduate level Health Administration degrees. The number of Nursing degrees over the past five years is relatively unchanged. The slight decline in the number of Education degrees conferred is due to a decline in graduate and post-graduate degrees and certificates. The number of undergraduate degrees in Education has increased.

ALL CSU	FY 1998	FY 1999	FY 2000	FY 2001	FY 2002	5-Yr Change
Business	772	807	777	807	863	11.8%
Health/Life Sciences	511	489	429	445	367	-28.2%
Science/Engineering/Technology	365	353	374	399	392	7.4%
Social Sciences	1,099	1,065	1,120	1,080	1,112	1.2%
Liberal Arts/General Studies	194	196	213	194	229	18.0%
Humanities/Arts/Communications	702	725	696	669	798	13.7%
Social & Public Services	365	353	337	398	371	1.6%
Education	1,389	1,469	1,324	1,501	1,339	-3.6%
TOTAL	**5,397**	**5,457**	**5,270**	**5,493**	**5,471**	**1.4%**

Compared to recent projections (1998-2008) from the State Department of Labor in occupations identified as having the most openings or are the fastest growing, and requiring a bachelors degree, more than half of CSU's baccalaureate degrees are awarded in programs to meet these needs.

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DEGREES CONFERRED BY CREDIT PROGRAM

Data Analysis (continued)

CENTRAL	**FY 1998**	**FY 1999**	**FY 2000**	**FY 2001**	**FY 2002**	**%Change**
Business	361	360	368	339	413	14.4%
Health/Life Sciences	112	121	99	103	76	-32.1%
Science/Engineering/Technology	222	191	230	234	251	13.1%
Social Sciences	343	350	347	308	372	8.5%
Liberal Arts/General Studies	31	36	33	23	13	-58.1%
Humanities/Arts/Communications	207	214	199	179	234	13.0%
Social & Public Services	28	37	32	44	50	78.6%
Education	364	382	300	442	471	29.4%
TOTAL	**1,668**	**1,691**	**1,608**	**1,672**	**1,880**	**12.7%**

EASTERN	**FY 1998**	**FY 1999**	**FY 2000**	**FY 2001**	**FY 2002**	**%Change**
Business	157	127	130	148	108	-31.2%
Health/Life Sciences	32	24	23	20	14	-56.3%
Science/Engineering/Technology	54	51	47	46	42	-22.2%
Social Sciences	265	275	268	253	266	0.4%
Liberal Arts/General Studies	94	99	121	110	140	48.9%
Humanities/Arts/Communications	92	125	118	115	152	65.2%
Social & Public Services	15	25	22	42	31	106.6%
Education	66	91	103	103	97	47.0%
TOTAL	**775**	**817**	**832**	**837**	**850**	**9.7%**

SOUTHERN	**FY 1998**	**FY 1999**	**FY 2000**	**FY 2001**	**FY 2002**	**%Change**
Business	118	162	151	128	165	39.8%
Health/Life Sciences	260	250	217	216	174	-33.1%
Science/Engineering/Technology	52	87	64	81	62	19.2%
Social Sciences	382	343	382	397	350	-8.3%
Liberal Arts/General Studies	58	52	52	53	67	15.5%
Humanities/Arts/Communications	289	280	252	240	250	-13.5%
Social & Public Services	229	208	202	233	221	-3.5%
Education	790	825	810	820	654	-17.2%
TOTAL	**2,178**	**2,207**	**2,130**	**2,168**	**1,943**	**-10.8%**

WESTERN	**FY 1998**	**FY 1999**	**FY 2000**	**FY 2001**	**FY 2002**	**%Change**
Business	136	158	128	192	177	30.1%
Health/Life Sciences	107	94	90	106	103	-3.7%
Science/Engineering/Technology	37	24	33	38	37	0.0%
Social Sciences	109	97	123	122	124	13.8%
Liberal Arts/General Studies	11	9	7	8	9	-18.2%
Humanities/Arts/Communications	114	106	127	135	162	42.1%
Social & Public Services	93	83	81	79	69	-25.8%
Education	169	171	111	136	117	-30.8%
TOTAL	**776**	**742**	**700**	**816**	**798**	**2.8%**

CSU SPONSORED ACTIVITIES

Performance Indicator

Number of persons served by conferences, seminars, institutes, etc. produced or sponsored by CSU for business or corporations. Each university was asked to provide information on such sponsored activities, regardless of locus, that were not part of their normal instructional activity.

To what extent are CSU institutions engaged in activities to support workforce development?

Data Analysis

During the 2001-2002 academic year, each of the four universities in the CSU system collected information reflecting their support of workforce development. The universities have always been strong partners with the businesses in their respective regions. Overall, over 100,000 persons participated in these activities.

Central Connecticut State University produced or sponsored events that were attended by more than 59,789 people. These events were hosted in five areas: (1) The Institute for Industrial and Engineering Technology. Located in downtown New Britain, IIET provides the business and industrial communities with economic development services through the Technical Training Center, the Manufacturing Applications Center, the Procurement and Technical Assistance Center and the Conference Center. (2) The Enrollment Center/Continuing Education offers noncredit courses, workshops and seminars for community groups, civic organizations (non-profit), and for-profit businesses and industries. (3) Academic departments at CCSU sponsor events in which the surrounding community, for-profit and non-profit businesses and corporations are involved and add to the economic development of the state. (4) The activities of the Department of Student Center Operations and Events Services have been categorized into corporate and governmental events. (5) Lastly, centers and institutes serve as outreach arms on an international, national, regional and community level. Like those events sponsored by academic departments, their impact is mostly cultural and indirectly relating to the economic development of the state.

Eastern Connecticut State University served 10,448 persons through its conferences, seminars and institutes during 2000-2001. In addition, ECSU produces and airs "Real Business" in collaboration with CPTV. This program reaches 28,000 households.

Southern Connecticut State University estimated 300 attendees at statewide and international business conferences on campus. Workforce development activities are planned for the School of Extended Learning for 2002-2003.

Western Connecticut State University hosted events through its Ancell School of Business, the O'Neill Center and the Office of Institutional Advancement that served more than 1,800 people.

WORKFORCE PREPARATION

Performance Indicator

The number and percentage of CSU graduates employed in Connecticut upon graduation and still employed six months later.

To what extent do CSU graduates contribute to Connecticut's workforce?

Data Analysis

In addition to enrolling more Connecticut residents than any university in the state, and conferring more degrees than any college or university in the state, a significant number of CSU's graduates enter the Connecticut workforce. Future reports will also include the number of post graduate degree recipients entering the Connecticut workforce

According to data provided by the Connecticut Department of Labor, over the past two years, 80% of CSU's graduates are employed by Connecticut businesses six months after graduation (see table below) and more than 95% of those are still employed after nine months.

Percent of CSU graduates in the Connecticut workforce.

	2000		2001		% CT Residents in Student Body
	# Entering Workforce	% of Graduates	# Entering Workforce	% of Graduates	
CCSU	1,075	84%	977	84%	91%
ECSU	558	75%	561	78%	91%
SCSU	1,040	79%	742	81%	92%
WCSU	379	73%	425	70%	85%
ALL CSU	**3,052**	**79%**	**2,705**	**80%**	**90%**

Source: Connecticut State Department of Labor Office of Research

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NON-CREDIT REGISTRATIONS

Common Core Performance Indicator

Annual course registrations of non-credit students by the following two categories: personal development and workforce development.

To what extent are CSU institutions being responsive to the needs of life-long learners for personal and workforce development?

Data Analysis

In conjunction with university sponsored activities, staff involvement in community activities and service learning for students this indicator is another factor in measuring CSU's responsive needs, beyond the degree programs its universities offer to societal needs. Future reports will disaggregate the data into the personal and workforce development categories.

Non Credit Offerings and Enrollment

	July 1, 2001 - June 30, 2002
CCSU	966
ECSU	345
SCSU	705
WCSU	367
ALL CSU	**2,038**

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FACULTY AND STAFF ENGAGED IN COMMUNITY SERVICE ACTIVITIES

Performance Indicator

The percentage of faculty and staff engaged in the civic, cultural, recreational, youth centered, etc. activities in the communities where they live and/or work.

To what extent do faculty and staff engage with the community?

Data Analysis

During the 2001-2002 academic year, data were again collected to ascertain community service involvement of full-time faculty and staff among the universities in the CSU system. Central and Eastern used surveys to collect information. Southern used information collected for their self-study. Western relied on faculty recognition ceremony programs, newspaper clippings and self-reporting. The major categories reported seemed to be aligned with professional activities: disciplines of study, K-12 schools, business enterprises, non-profit organizations, civic engagement, and other.

Overall, CSU faculty and staff are engaged in activities outside their universities and are responding to the problems and needs of society. Each university in 2001-02 reported a higher level of community involvement than 2000-01. It should be noted that these data are self-reported and probably understated actual involvement. Further, community people attend university functions on campus; this must also be considered as an aspect of the entire university being involved in its community.

Percent of Faculty and Staff Engaged in Community Service Activities

	2000-2001 Academic Year			2001-2002 Academic Year		
	Total	Participants	%	Total	Participants	%
CCSU	892	294	33%	858	288	34%
ECSU	505	224	44%	532	378	71%
SCSU	930	140	15%	988	346	35%
WCSU	479	96	20%	495	124	25%
ALL CSU	**2,806**	**754**	**27%**	**2,873**	**1,136**	**40%**

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GRADUATES WHO PARTICIPATED IN SERVICE LEARNING ACTIVITIES WHILE ENROLLED

Performance Indicator

This indicator shows self-reporting by graduates (CSU's annual Survey of Graduates) on activities to benefit their community as well as expand the scope of their undergraduate curriculum while they were enrolled at one of the CSU universities.

Data Analysis

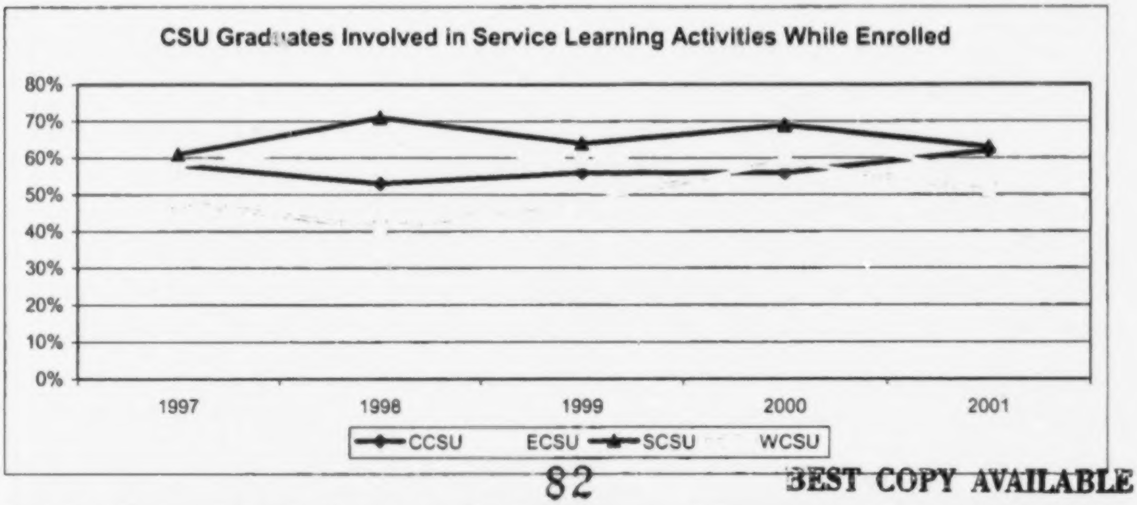
These activities included but were not limited to: service learning (e.g., student teaching), internships, cooperative education, and practicums. Students indicating any one of these activities were included, but were not counted more than once if multiple activities were listed.

Performance Indicator Goal

The number of graduates participating in service learning will vary by university with an overall target of +2% over five years for the CSU system.

	1997	1998	1999	2000	2001
CCSU	58%	53%	56%	56%	66%
ECSU	58%	64%	59%	66%	56%
SCSU	61%	71%	64%	69%	63%
WCSU	48%	41%	48%	59%	51%
ALL CSU	**57%**	**58%**	**58%**	**63%**	**59%**

Almost 60% of CSU graduates reported being involved in community service, service learning (including student teaching), internships, practica or cooperative education activities while enrolled as students. These activities may be voluntary (not required for the degree), such as cooperative education; mandatory (required for the degree), such as student teaching or an allied health practicum; or either, such as an internship where the student may receive a salary or degree credit. The trends in the accompanying chart show a slight fluctuation in service learning activities over the last five graduating classes. These experiences not only add to their academic program but also help to instill the value of giving to the community.



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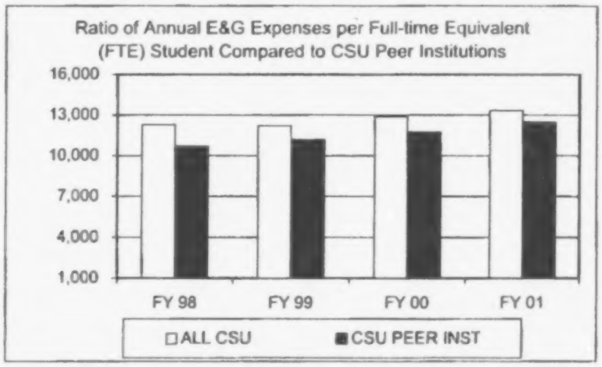
REAL COST PER STUDENT

Common Core Performance Indicator

The ratio of total education and general expenditures including fringe benefits to full-time equivalent (FTE) students.

How does current real costs compare to peer institutions?



Data Analysis

When restated to include General Fund fringe benefits in all fiscal years as well as to exclude the 27th payroll which took place in FY2000, in order to be consistent with our peers, total operating expenditures per FTE at the Connecticut State University System (CSU) show an increase of 8.5% over the four years from FY1998 through FY2001, versus a 16.5% increase at peer institutions, thus comparing very favorably with our peers. This resulted from a combination of a large increase in FTE students and a slightly smaller increase in operating expenditures. Total operating expenditures have increased 19.7% from FY1998 through FY2001, versus a 20.3% increase for peers. This increase was due in large part to the introduction of a new distance learning initiative and increased spending for information technology, including spending for increased technology for student labs and libraries; as well as the purchase and implementation of a new integrated client-server-based data system, which will enable CSU to better serve its students. FTE enrollment has increased 10.3% at CSU largely due to a significant increase in full-time undergraduate students over the four-year period, versus a 3.2% increase in FTE enrollment at peer institutions. Note that during FY 2000, there was a change in the CSU System internal fund distribution formula which affected individual university trends. Also, for the purposes of this analysis, FTE for CSU and its peer group is calculated consistently using a formula based on actual headcount. For internal purposes and other external reporting, CSU calculates FTE based on credit hours. Additionally, for purposes of comparability with our peers, CSU system office expenditures have been excluded from this analysis.

	FY 1998	FY 1999	FY 2000	FY 2001	%Change FY 98-01
Fall FTE – CSU	23,107	23,540	24,452	25,482	10.3%
Operating Expenses/FTE – CSU	**$12,307**	**$12,221**	**$12,882**	**$13,357**	**8.5%**
% Increase		-.07%	5.4%	3.7%	
Fall FTE – Peers	154,132	155,545	156,640	159,136	3.2%
Operating Expenses/FTE – Peers	**$10,720**	**$11,220**	**$11,757**	**$12,491**	**16.5%**
% Increase		4.7%	4.8%	6.2%	

REAL COST PER STUDENT

CENTRAL	**FY1998**	**FY1999**	**FY2000**	**FY2001**	**% Change FY 98-01**
Fall FTE	7,923	8,177	8,448	8,687	9.60%
Operating Expenses/FTE	**$13,263**	**$12,272**	**$13,053**	**$12,954**	**-2.30%**
% Increase		-7.50%	6.40%	-0.80%	
Fall FTE – CCSU Peers	52,690	53,731	55,443	56,698	7.60%
Operating Expenses/FTE CCSU Peers	**$10,720**	**$11,059**	**$11,509**	**$12,188**	**13.70%**
% Increase		3.20%	4.10%	5.90%	

EASTERN	**FY1998**	**FY1999**	**FY2000**	**FY2001**	**% Change FY 98-01**
Fall FTE	3,480	3,689	3,966	4,063	16.80%
Operating Expenses/FTE	**$13,003**	**$12,708**	**$12,674**	**$14,396**	**10.70%**
% Increase		-2.30%	-0.30%	13.60%	
Fall FTE – ECSU Peers	25,999	26,227	26,372	26,832	3.20%
Operating Expenses/FTE ECSU Peers	**$11,348**	**$11,933**	**$12,203**	**$12,802**	**12.80%**
% Increase		5.10%	2.30%	4.90%	

SOUTHERN	**FY1998**	**FY1999**	**FY2000**	**FY2001**	**% Change FY 98-01**
Fall FTE	7,994	7,897	8,096	8,570	7.20%
Operating Expenses/FTE	**$10,803**	**$11,843**	**$12,305**	**$12,725**	**17.80%**
% Increase		9.60%	3.90%	3.40%	
Fall FTE – SCSU Peers	80,579	80,709	81,601	82,824	2.80%
Operating Expenses/FTE SCSU Peers	**$10,457**	**$11,209**	**$11,820**	**$12,624**	**20.70%**
% Increase		7.20%	5.50%	6.80%	

WESTERN	**FY1998**	**FY1999**	**FY2000**	**FY2001**	**% Change FY 98-01**
Fall FTE	3,710	3,777	3,942	4,162	12.20%
Operating Expenses/FTE	**$12,870**	**$12,425**	**$13,911**	**$14,487**	**12.60%**
% Increase		-3.50%	12.00%	4.10%	
Fall FTE – WCSU Peers	41,388	42,464	42,174	43,292	4.60%
Operating Expenses/FTE WCSU Peers	**$10,077**	**$10,359**	**$11,017**	**$11,616**	**15.30%**
% Increase		2.80%	6.40%	5.40%	

Source: NCES IPEDS Enrollment and Finance Reports

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RETENTION RATE

Common Core Performance Indicator

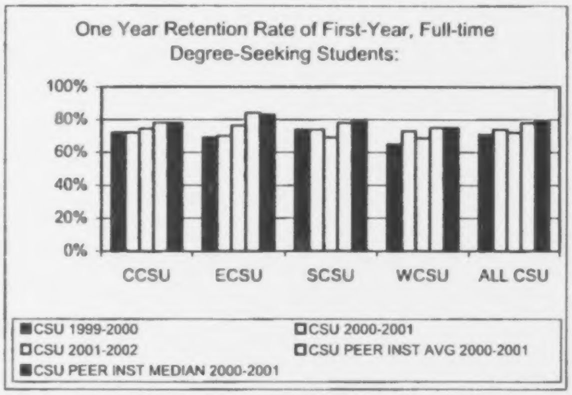
This indicator show the percentage of first-year full-time degree-seeking freshmen continuing in the second year.

Performance Improvement Goal

CSU's long term system goal is to exceed the median for our peer group.

Data Analysis

The CSU retention rates of first-year, degree-seeking undergraduate students to the second year have generally improved over the five-year period presented. Overall, the CSU system showed a 72% retention rate among first-time, full-time, degree-seeking students from fall 2001 to fall 2002, compared to a 70% rate from 1997 to 1998.


One Year Retention Rate of First-Year, Full-time Degree-Seeking Students:

The increase is higher system-wide because students transfer from one CSU university to another. These rates are respectable, especially since CSU is Connecticut's university for public access to a quality higher education. Nationally, retention rates of 70% for institutions with missions comparable to CSU are well above average. A report published by the American Association of State Colleges and Universities in November 2002 — based on national data reported to the Consortium for Student Retention Data Exchange — showed national averages for retention and graduation for public four-year colleges and universities. CSU institutions compared favorably with all public four-year institutions that had selective admissions standards. With regard to CSU's peers, more than half the members of each group are aspirational peers; this is a contributing factor to their higher average and median retention rate.

Recognizing the need for constant improvement, each of the universities has identified increased retention as one of its key strategic priorities. It is worth noting that peers have been selected to encourage higher retention goals for CSU institutions. Data are being collected from peer institutions by personal request by the CSU System Office for Institutional Research, since no national data exist from which to extract this information.

First Year Retention Rate of First-time Degree Seeking Students

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	CSU Peer Inst. Average 2000-01*	CSU Peer Inst. Median 2000-01*
CCSU	68%	70%	74%	72%	72%	74%	78%	78%
ECSU	73%	69%	72%	69%	70%	76%	84%	83%
SCSU	74%	72%	71%	74%	74%	69%	78%	80%
WCSU	63%	69%	64%	65%	73%	69%	75%	75%
ALL CSU	**70%**	**70%**	**71%**	**71%**	**74%**	**72%**	**78%**	**79%**

*As of this time only half of the peer institutions have provided current year data.

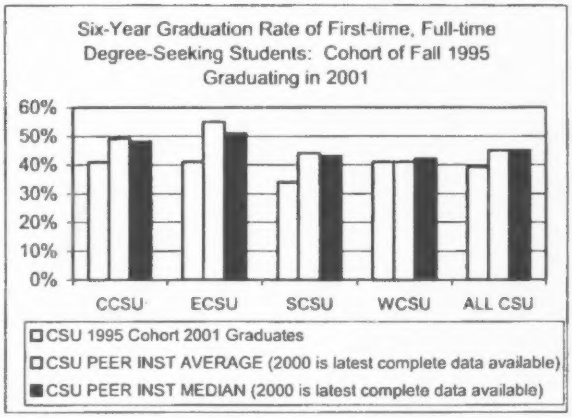
GRADUATION RATE

Common Core Performance Indicator

The percentage of first year full-time degree seeking students in a cohort who complete their degree program within four and six years.

Performance Improvement Goal

CSU's long term system goal is to exceed the median for our peer group.


Six-Year Graduation Rate of First-time, Full-time Degree-Seeking Students: Cohort of Fall 1995 Graduating in 2001

Data Analysis

Six-year graduation rates (the percentage of first-year, full-time degree seeking students, who complete within 150% of the normal time period for a degree program) increased slightly for two of the universities in the CSU system, one was unchanged and one showed a slight decrease in the graduation rate. Overall, this rate is consistent with the national trends for public institutions. A report published by AASCU — based on national data reported to the Consortium for Student Retention Data Exchange — November 2002 showed national averages for retention and graduation for public four-year colleges and universities. The six-year graduation rate for CSU institutions in 2000 (39%) compared favorably with all public four-year institutions that have a moderate level of admissions selectivity (41%). Further, CSU institutions in 2000 had a higher graduation rate than all public Masters I institutions (37.5%). While CSU rates are lower than the average rates for their respective peer groups, the mix of attributes of entering classes for the peer institutions cannot be determined to permit exact comparability between CSU and its peers. However, with an increase in retention, graduation rates for future cohorts at CSU should increase to approximate those of its peers. As in the retention indicator, aspirational peers have been chosen by CSU to encourage improvements in graduation rates. As retention increases, so will the universities graduation rates.

This single factor should not be taken out of context and should be viewed with other aspects of institutional productivity. For example, in the mid-1990s, the universities enrolled an average of about 3,800 new, full-time students each fall and conferred over 4,000 degrees four years later. Also, this indicator does not measure the persistence of students who may be attending part-time and take seven to ten years or more to complete their program of study, or the hundreds of students who transfer to CSU universities and graduate.

Six-Year Graduation Rate of First-time Degree Seeking Students

	CSU 1997	CSU 1998	CSU 1999	CSU 2000	CSU 2001	2000 CSU Peer Inst. Average*	2000 CSU Peer Inst. Median*
CCSU	45%	45%	43%	41%	41%	49%	48%
ECSU	40%	36%	35%	37%	41%	55%	51%
SCSU	41%	36%	37%	36%	34%	44%	43%
WCSU	42%	44%	42%	40%	41%	41%	42%
ALL CSU	**42%**	**40%**	**39%**	**39%**	**39%**	**45%**	**45%**

(Four-year graduation rates, not usually reported, are as follows for 2001: CCSU-6%; ECSU-16%; SCSU-13%; WCSU-17%. This rate does not reflect the typical CSU student, as most do not take the 15 hours per semester to meet this standard.)
*2000 is latest complete, audited data available from NCES.

OPERATING EXPENDITURES FOR INSTRUCTION, ACADEMIC SUPPORT AND STUDENT SERVICES

Performance Indicator

This indicator shows the ratio of operating expenses for instruction, academic support (including Libraries) and student services to all education and general expenditures.

Performance Improvement Goal

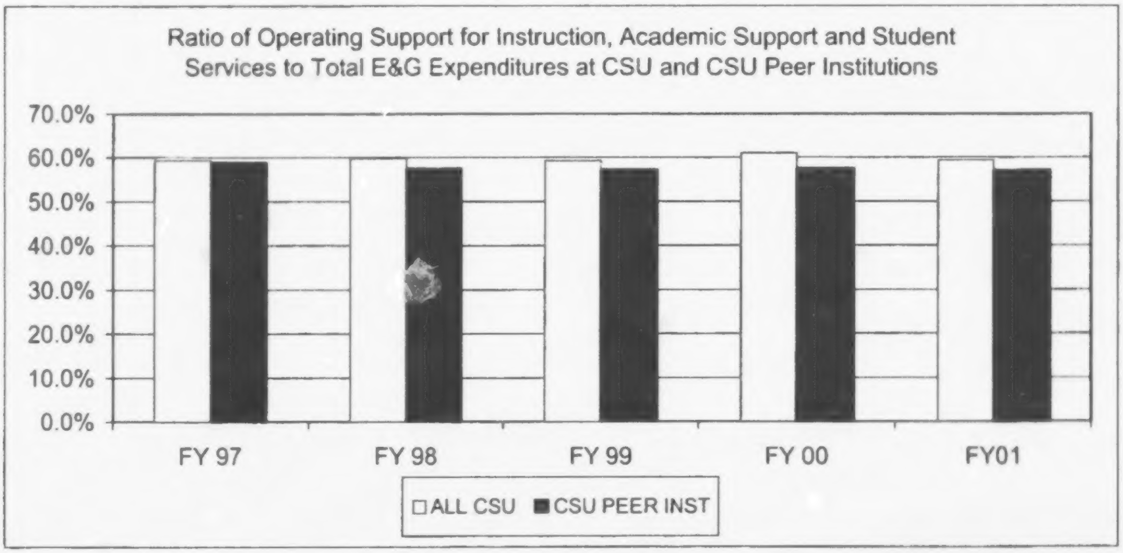
Maintain at 61% or to exceed peer group aggregate, whichever is higher. Each university will also maintain its current level or strive to exceed peer group composite, whichever is higher.

Data Analysis

Over the five-year period from FY1997 to FY2001, operating expenses for instruction, academic support, and student services as a percentage of all expenditures for the Connecticut State University System (CSU) has remained relatively stable at 59.4%. In contrast, this ratio for its combined peer group has declined from 58.9% to 57.1% over the same period. This indicates that CSU has maintained at a higher-than-average level the amount of funds spent directly on students for such items as faculty, counseling, libraries, and student services, demonstrating CSU's commitment to learning and to its students. Conversely, the declining percentage for the combined peer group indicates a reduction over time in the amounts spent on these functions. CSU will strive to maintain or increase the amount of funds spent directly on student learning and student services. Note that for purposes of comparability with our peers, CSU system office expenditures have been excluded from this analysis.

Percent of Operating Support for Instruction, Academic Support and Student Services

	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001
ALL CSU	59.3%	59.8%	59.3%	61.0%	59.4%
CSU PEER INST	58.9%	57.5%	57.2%	57.5%	57.1%



OPERATING EXPENDITURES FOR INSTRUCTION, ACADEMIC SUPPORT AND STUDENT SERVICES

	FY1997	FY1998	FY1999	FY2000	FY2001
Central CT State University	**59.5%**	**69.3%**	**58.0%**	**59.2%**	**59.3%**
CCSU Peers	58.6%	57.0%	57.0%	57.3%	56.5%
Eastern CT State University	**52.2%**	**53.1%**	**52.7%**	**55.3%**	**53.5%**
ECSU Peers	59.3%	56.8%	57.0%	59.9%	59.3%
Southern CT State University	**62.7%**	**62.9%**	**65.4%**	**68.8%**	**65.8%**
SCSU Peers	58.6%	57.9%	56.9%	56.6%	56.4%
Western CT State University	**59.5%**	**57.5%**	**56.3%**	**55.7%**	**53.9%**
WCSU Peers	59.8%	59.0%	58.5%	58.2%	58.1%

FACULTY INSTRUCTIONAL PRODUCTIVITY

What is the number of load credits carried annually by each full-time faculty member in the CSU System compared to full-time faculty at CSU peer institutions?

Performance Indicator

Workload for full-time faculty is established at 12 credits per semester by the contract negotiated between the CSU Board of Trustees and the American Association of University Professors for the CSU faculty.

Data Analysis

Allowing for reassigned time for such activities as noted below, the accompanying table shows the average annual number of load credits related to instruction during the 2000-2001 and 2001-2002 academic years. According to a study on postsecondary faculty conducted by the National Center for Education Statistics, full-time faculty at comprehensive institutions (similar in mission, role and scope to the universities in the CSU system) spend 79.4% of their time in instruction-related activities. Full-time faculty at CSU spend 89% to 95% of their time in instruction-related activities.

Number of Load Credits Related to Instruction: Annual for CSU FT Faculty

	AY 2000-01	AY 2001-02
CCSU	20.4	21.5
ECSU	21.2	21.3
SCSU	21.4	21.4
WCSU	22.0	22.9
ALL CSU	**21.3**	**21.8**
CSU PEER INST	NA	NA

(Note: Not enough peer institutions responded to our request for information regarding this indicator, therefore it will not be possible to make a comparative analysis . Further, no national data on an institutional basis exist from which to extract this information.)

The CSU vice presidents for academic affairs and system office staff developed and adopted a common methodology to report data and calculate instructional productivity of full-time faculty. Instructional productivity includes all load credit hours related to offering instruction, whether credit or non-credit, as well as direct service instruction and program activities to students. This definition excludes chairing an academic department or directing a center or institute that does not involve learning activities for students. It also excludes reassigned time for research and other purely administrative assignments. The following criteria were adopted:

Items that generate student credit hours:

- Teaching courses regardless of the number of faculty load credits
- Teacher supervision and any other activity that generates student credit hours, such as: internships, independent studies (including coordination of independent studies), thesis preparation and supervision, supervision of student teaching, and individualized instruction. It was agreed that anything that generates student credit hours is by definition "instruction."

Items that *do not* generate student credit hours but nevertheless *do* involve instruction:

- Non-credit workshops
- Load credit that is directly assigned to activities relating specifically to instruction, for example coordination of instructional programs

Items that should *not* be included:

- managing an institute that does not directly affect students, such as an institute for the business community reassigned time for research unless students are involved directly in the research

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

2003 REPORT

Community-Technical College System

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Community-Technical College System

Community-Technical College System

Overview

The Connecticut Community Colleges have a mission distinct from the other units of public higher education. The statutory responsibility of the community colleges, as reflected in Connecticut General Statutes 10a-80, is (1) to provide programs of occupational, vocational, technical and career education designed to provide training for immediate employment, job retraining or upgrading of skills to meet individual, community and state workforce needs; (2) to provide general programs including, but not limited to, remediation, general and adult and continuing education designed to meet individual student goals; (3) to provide liberal arts and sciences and career programs for college transfer; (4) to provide community services and continuing education to respond to workforce needs or to address career, personal, instructional, cultural and public interests; (5) to provide student support services. (abstracted from Connecticut General Statutes).

Why Do Students Attend a Community College?

A recent national study conducted by the American Association of Community Colleges and the American College Testing service revealed six reasons why students elect to attend community colleges:

- Career Preparation (29%)
- Personal Enrichment/Intellectual Development with Intent to Transfer (24%)
- Transfer Only (21%)
- Major Life Change (12%)
- Upgrading Skills for Career Advancement (4%)
- No Definite Purpose for Enrolling (2%)

Career Preparation (29%) These students are enrolled in community colleges in order to prepare for future careers. The majority of students in this category (75%) are already working (43% full-time and 32% part-time). These students indicated that increasing their earning potential was a major or moderate reason for taking classes. This category will include more traditional college age students in the future.

Personal Enrichment/Intellectual Development with Intent to Transfer **(24%)** While taking courses for personal enrichment is common to all six categories, these students are more likely to indicate the development of the mind and intellectual activities, the study of new and different subjects, and the opportunity to meet new people as their major reasons for attending college. Students in this category are generally younger; 80% are under the age of 25. While 74% of these students are also employed, their reasons for attending college are not related to their current job. Eighty-one percent of these students plan on transferring to a 4-year institution of higher education, but only 22% indicated plans to obtain an associates degree first.

Transfer Only (21%) While similar to the personal enrichment/transfer category, these students are more narrowly focused on transfer. They indicate transfer to a four-year institution as their primary and often only reason for attending a community college. This category tends to be of traditional age, with more than 86% of the students 25 years of age or younger. This category has the fewest number of first generation students. Many of these students are also working (55% part-time and 22% full-time), but they do not indicate work-related reasons as motivators for enrolling at a community college.

Major Life Change (12%) Because of a recent major life change, students in this category desire to acquire skills, enter or re-enter the workforce and find a new career. Their reasons for enrolling relate to occupation needs, but these students had experienced a change or loss of job; marriage; birth or adoption of a child; death of a family member; a major illness during the past two years; or had recently gone through divorce or separation. The majority of students in this category were nontraditional with 68% over the age of 25 and 27% over the age of 40. The characteristics of these students include employed (47%), single parents (23%), and experiencing a major or moderate personal financial problem (58%).

Upgrading Skills for Career Advancement (11%) These students are enrolled for reasons related to current occupational needs and the desire to advance in their current position. The majority of these students are classified as non traditional students (58% are over the age of 25, 23% are over age 40). These are working students (60% full-time and 40% part-time) and the majority attend college part-time.

No Definite Purpose for Enrolling (2%) Sometimes referred to as "experimenters", these students are trying to find out if college suits them. About half of these students have not completed any credits at their current institution and they are typically younger (67% under the age of 25).

The pages that follow provide an overview of Connecticut's community colleges. The 12 colleges primarily serve their local communities and 99% of their students are from Connecticut. In the fall of 2001, 42,642 credit-students were enrolled in our community colleges. Among all program enrollments, 41% were occupational, 29% were liberal arts and general studies, and 30% were non-degree skill building. During the 2001-2002 academic year there were 69,016 registrations for non-credit instruction representing 45,594 people; 57% in workforce development and 43% in personal development activities. Our students are 60% female and 29% minority. Fifty-two percent of our student body was over the age of 25. Most of our students (85%) were employed while they were attending college. The average family income for our financial aid recipients was approximately $22,000 for a self-supporting student and $38,000 for a dependent student. Among CSU, UCONN, and the Connecticut community colleges, our students represent 48.9% of the total undergraduate enrollment.

With 41% of our credit enrollment in occupational programs, we are proud that our graduates attain high pass rates on licensure and certification exams and that our programs are of the quality necessary to maintain specialized accreditations where appropriate. We continue to make significant contributions to the state's workforce and the economic development of its people. Approximately $25,000,000 worth of higher earnings each year can be attributed to graduates completing an occupational program from a Connecticut community college.

Many of our students transfer with or without a degree or certificate. We are concerned about their ability to transfer both within our own system and to other institutions of higher education should they so desire.

Some of our students enroll as college graduates seeking skill training or upgrades, and others enroll with career or transfer aspirations. For many of them earning a degree or certificate is not their purpose for attending a community college. Regardless, we are concerned about facilitating their goal attainment.

The community colleges graduate approximately 4,000 students each year. While we work hard to ensure that students who intend to graduate from a community college are able to do so, we recognize that often times it takes many of our students a long time to complete their program of study. Many students are working adults with low income, supporting families, and stop in and out of college numerous times along the way. For these students we are not as concerned with the percentage of those who graduate in three years or the percentage who begin their community college education in a given fall semester and return the following fall, as we are that they eventually do graduate. Our policies and practices are designed, implemented and continuously reviewed to provide the maximum level of support possible to facilitate student success.

With 98,829 students enrolled in Connecticut community colleges (credit and non-credit) during the academic year 2001-2002, we are concerned with meeting the needs of our students. We are also concerned about our partnerships with the K-12 education systems across the state. We accept students where they are in terms of ability, and help guide them to an attainable future. We are concerned about access, affordability and the services that we provide to our students and the communities in which they live and work.

Our mission sets us apart from other units of higher education. We are proud of our accomplishments and the difference we make in the lives of our students. Our performance should be assessed by those measures that are appropriate for community colleges.

Peer Institutions by Community College Group

Asnuntuck (AS), Northwestern (NW), Quinebaug Valley (QV) Community Colleges

Small Rural Peer Institution	State
Tri-County Community College	NC
Ivy-Tech State College, Kokomo	IN
Cecil Community College	MD
Neosho County Community College	KS
Blue Ridge Community College	NC
Northwest State Community College	OH
Maysville Community College	KY

Capital (CA), Gateway (GW), Housatonic (HO) Community Colleges

Medium Urban Peer Institution	State
Bishop Community College	AL
Passaic Community College	NJ
Ivy Tech State College, Northwest	IN
Cumberland County College	NJ
Bunker Hill Community College	MA
Delaware Tech. & CC, Stanton/ Wilmington	DE

Manchester (MA), Naugatuck Valley (NV), Norwalk (NK) Community Colleges

Large Urban Peer Institution	State
Kansas City Kansas CC	KS
Raritan Valley Community College	NJ
Butler County Community College	PA
Holyoke Community College	MA
Frederick Community College	MD
Prairie State College	IL

Middlesex (MX), Three Rivers (TR), Tunxis (TX) Community Colleges

Medium Suburban Peer Institution	State
Edison State Community College	OH
Allen County Community College	KS
Hagerstown Junior College	MD
Bay de Noc Community College	MI
Rogue Community College	OR
College of Albemarle	NC

LICENSURE AND CERTIFICATION EXAM PERFORMANCE

Common Core Performance Indicator

The percentage of successful completers on licensure and certification examinations.

Performance Improvement Goal
For the System, graduates taking licensure or certification examinations will maintain or exceed an 75% pass rate.

Data Analysis

A number of degree and certificate programs offered by the Connecticut Community Colleges require that students pass state or national licensure examinations in order to practice in the field. Nursing students, for example, must secure a passing score on the NCLEX exam, while Respiratory Care students must pass the examination given by NBRC.

Overall, Connecticut community college graduates have secured impressive pass rates on licensure or certification examinations. This is especially important for employment areas experiencing shortages of trained workers. For example, immediate openings were available for the 227 nursing students who graduated last year. The following table includes all programs in the system that require licensure or certification for which licensure data is collected. Five-year trends are provided.

#Colleges	Connecticut Community College Program	1997	1998	1999	2000	2001	% Change 1997-2001
1	Dental Hygiene	100%	100%	100%	100%	100%	0%
2	Early Childhood Education	93%	99%	97%	97%	97%	4%
3	EMT - Paramedic	95%	97%	89%	100%	97%	2%
2	Medical Lab Technician	100%	90%	93%	100%	100%	0%
3	Medical Assisting	100%	97%	95%	89%	75%	-25%
1	Nuclear Medicine	100%	100%	100%	100%	100%	0%
5	Nursing	89%	96%	98%	95%	94%	5%
1	Occupational Therapy Asst	100%	100%	100%	93%	100%	0%
1	Radiation Therapy	100%	100%	100%	100%	100%	0%
2	Radiologic Technology	89%	93%	85%	88%	100%	11%
1	Radiology	100%	78%	81%	80%	100%	0%
3	Respiratory Care	100%	95%	92%	100%	93%	-7%
1	Surgical Technology *					83%	

* No data available on the number of grads sitting for exam prior to 2001.

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STUDENT GOALS

Performance Indicator

The number and percentage of students who attend Connecticut community colleges and why.

Performance Improvement Goal
To attain and maintain a survey response rate of 50% or higher.

Data Analysis

In the Fall of 2002, 44,869 credit students enrolled in Connecticut community colleges. Of these 16,850 were identified as students for whom this was their first college experience or transfer students. Students new to the community colleges were asked about their educational goals while attending and 3,535 (21%) responded. Responses from our students are consistent with community colleges across the country; 52.7% of our students are attending our colleges for reasons other than obtaining an Associate Degree. When these same students were asked why they chose to attend a community college the top three categories selected were "close to home" (61.2%), "courses and programs offered" (50.1%) and "affordable tuition" (44.8%).

This is the first year we are able to provide information about the goals of our students and why they enroll in community colleges. Establishing a target for the number of students in the various categories is not appropriate, but reporting these numbers accurately does help to tell the story of who we are and the people we serve. As such our performance goal centers around data management and that is to attain and maintain a survey response rate of 50% or more.

Student Goal	Frequency	Percent
Associate Degree	968	27.4%
Transfer with an Associate Degree	704	19.9%
Fulfill another college's requirement(s)	333	9.4%
Certificate	249	7.0%
Job preparation/retraining course	232	6.6%
Other goal	172	4.9%
Missing	171	4.8%
Personal development course(s)	170	4.8%
Transfer without an Associate Degree	151	4.3%
Unsure at this time	121	3.4%
Improve English skills/proficiency	106	3.0%
Job promotion	87	2.5%
Developmental education	71	2.0%
Community-Technical College System	**3,535**	**100.0%**

SPECIALIZED ACCREDITATIONS

Performance Indicator

The number of community college programs maintaining specialized accreditations.

Performance Improvement Goal

For the system, 100% of all programs with specialized accreditations will maintain them.

Data Analysis

Not only are Connecticut community colleges fully accredited by the New England Association of Schools and Colleges (NEASC), but several of our colleges have programs that must meet the stringent standards of quality externally mandated by specialized state and national accrediting bodies. A list of these programs, the number of colleges offering them and their responsible accrediting agency is provided below.

Colleges	Community College Program	Accrediting Body
1	Architectural Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
1	Automotive Technology (General Motors & Toyota)	National Automotive Technicians' Education Foundation, Inc. (NATEF)
1	Child Development Lab School	National Association for the Education of Young Children
1	Civil Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
1	Clinical Laboratory Technology Program	National Accrediting Agency for Clinical Laboratory Sciences
1	Computer Systems Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
1	Culinary Arts	American Culinary Federation Educational Institute Accrediting Commission
1	Dental Assisting	American Dental Association
1	Dental Hygiene	American Dental Association
1	Dietetic Technology	American Dietetic Association
1	Early Childhood Program	National Association for the Education of Young Children
3	Electrical Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
1	Emergency Medical Technician	Commission on Accreditation Allied Health Education Programs
1	Environmental Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)

SPECIALIZED ACCREDITATIONS

Colleges	Community College Program	Accrediting Body
1	Foodservice Management	American Culinary Federation Educational Institute Accrediting Commission
1	Manufacturing Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
2	Mechanical Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
2	Medical Assisting	Commission on Accreditation of Allied Health Education Programs
1	Medical Lab Technician	National Accreditation Agency for Clinical Laboratory Sciences
1	Nuclear Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
1	Nuclear Medicine	Joint Review Committee on Education in Radiologic Technology (JRCERT)
4	Nursing	National League for Nursing CT State Board of Examiners for Nursing
2	Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education
1	Ophthalmic Design and Dispensing (ODD)	Commission on Opticianry Accreditation
2	Paralegal	American Bar Association
1	Physical Therapist Assistant	Commission on Accreditation in Physical Therapy Education (CAPTE)
5	Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)
3	Respiratory Care	Committee on Accreditation for Respiratory Care (CoARC)
1	Surgical Technology	Commission on Accreditation of Allied Health Programs
1	The Alternative Fuel Certificate Program	National Automotive Technicians' Education Foundation, Inc. (NATEF)
1	Veterinary Technology	American Veterinary Medical Association

TRANSFER OUT

Performance Indicator

Community college students who transfer with or without completing a degree or certificate.

To what institutions do community college students transfer?

Data Analysis

The table on the next page displays the number of students who last attended a Connecticut community college in the Fall of 2000 and transferred to another institution of higher education by the Fall 2002 semester with or without completing a degree from our colleges. By defining the cohort in this manner, students graduating in the previous spring term are excluded. As such this is, with exceptions, primarily a snap shot of students transferring without a degree. The 237 students listed as transferring with an associate degree were most likely graduates who returned to a community college before transferring or December 2002 completers. In the fall of 2002, 24.2% of the new and transfer students attending a community college reported transfer as their primary goal. Achieving that goal is clearly a successful outcome.

Student data from our Banner student information system is matched with records maintained by the National Student Clearinghouse. *"The National Student Clearinghouse, a non-profit association founded by the higher education community, streamlines the student record verification process for colleges and universities, students and alumni, lending institutions, employers, and other organizations. The Clearinghouse maintains a comprehensive electronic registry of student records that provides a single, highly automated point-of-contact for organizations and individuals requiring timely, accurate verification of student enrollment, degree, and loan data.*

Today, over 2,700 colleges, representing 91% of the nation's enrollment, participate in the Clearinghouse by providing regular student record updates on all of their currently enrolled students. Student loan providers, employers, student credit issuers, student health insurance providers, the federal government and others access the Clearinghouse's registry over 100 million times annually to conduct electronic student record verifications." [source: http://www.nslc.org/]

Among the 1,762 students transferring to another institution of higher education from our colleges 1,243 (70.54%) continued their education in-state; 873 (70.23%) at a four year public college, 139 (11.18%) at another community college, and 231 (18.58%) at an independent institution. Among the 873 students transferring to an in-state, four year public institution 636 (72.85%) did so without having completed an Associate Degree.

This is the first year we are able to provide "transfer out" information. Establishing a target for the number of students who transfer from a community colleges is not appropriate. Ensuring seamless transfer articulation within our system and to other colleges and universities, especially in Connecticut is. It is a goal difficult to quantify but critical to the accomplishment of our mission.

Source: Banner Data & National Student Clearinghouse Data

TRANSFER OUT

	Total Number of Transfers	Number of CT Residents
TO CONNECTICUT INSTITUTIONS	**1,243**	**1,227**
Public Four-Year Institutions	**873**	**862**
Total With Associate Degree	237	233
Total Without Associate Degree	636	630
University of Connecticut	292	290
Central Connecticut State University	192	191
Eastern Connecticut State University	111	108
Southern Connecticut State University	205	202
Western Connecticut State University	73	71
Another Community College	**139**	**137**
Conn. Independent Institutions	**231**	**228**
Briarwood College	19	19
Connecticut College	3	3
Fairfield University	52	51
Quinnipiac University	17	17
St. Joseph College	29	29
St. Vincent's College	16	16
Teikyo Post University	27	27
University of New Haven	54	53
Wesleyan University	6	6
Yale University	8	7
TO OUT-OF-STATE INSTITUTION	**514**	**489**
Two-Year Public Institution	110	98
Two-Year Independent Institution	7	7
Four-Year Public Institution	95	93
Four-Year Independent Institution	172	170
Type of Out-of-State Institution Unknown	130	121
INSTITUTION UNKNOWN	**5**	**5**
TOTAL, ALL INSTITUTIONS	**1,762**	**1,721**

Source: Banner Data & National Student Clearinghouse Data

TRANSFER IN

Performance Indicator

The number of students who transfer to the Connecticut community colleges.

Where do students who transfer to Connecticut Community Colleges come from?

Data Analysis

The table on the next page displays the number of students who enrolled in a Connecticut community college in the Fall of 2002 known to have attended another institution of higher education during the time period Fall 1998 through Summer 2002. Student data from our Banner student information system is matched with records maintained by the National Student Clearinghouse.

Among the 16,851 records sent to the clearinghouse 6,216 individuals were identified as transfer students; 2,677 (43.07%) came from an in-state college and 1,401 (22.54%) from a known out-of-state institution. This year we have 2,138 (34.4%) students listed as "previous institution unknown". These students for the most part had attended an out-of-state institution for which we did not have a known institution type. This is a data management issue that we believe will be resolved for the next reporting period.

Among the 2,677 students known to have transferred from an in-state college, 1,323 (49.42%) came from a four-year public, 818 (30.56%) from another community college, and 536 (20.02%) came from some other Connecticut college (independent, Coast Guard, or Charter Oak).

This is the first year we are able to provide "transfer in" information. Establishing a target for the number of students who transfer to a community colleges is not appropriate. Ensuring seamless transfer articulation within our system and to other colleges and universities, especially in Connecticut is. It is a goal difficult to quantify but critical to the accomplishment of our mission.

Source: Banner Data & National Student Clearinghouse Data

TRANSFER IN

	Total Number of Transfers	Number of CT Residents
FROM CONNECTICUT INSTITUTIONS	**2,677**	**2,649**
Public Four-Year Institutions	**1,323**	**1,315**
Total With Associate Degree	43	43
Total Without Associate Degree	1,280	1,272
University of Connecticut	391	386
Central Connecticut State University	260	259
Eastern Connecticut State University	130	129
Southern Connecticut State University	396	395
Western Connecticut State University	146	146
Another Community College	**818**	**814**
Charter Oak State College	**5**	**5**
U.S. Coast Guard Academy	**1**	**1**
Conn. Independent Institutions	**530**	**514**
Albertus Magnus College	20	20
Briarwood College	23	23
Connecticut College	1	1
Fairfield University	68	67
Gibbs College	4	4
Holy Apostles College	1	1
Lyme Academy College of Fine Arts	1	1
Mitchell College	23	21
Paier College of Art, Inc.	1	1
Quinnipiac University	59	58
Sacred Heart University	58	57
St. Joseph College	36	36
St. Vincent's College	13	13
Teikyo Post University	43	43
University of Bridgeport	28	25
University of Hartford	34	33
University of New Haven	108	102
Wesleyan University	3	3
Yale University	6	5
FROM OUT-OF-STATE	**1,401**	**1,330**
Two-Year Public Institution	170	150
Two-Year Independent Institution	12	11
Four-Year Public Institution	165	158
Four-Year Independent Institution	355	351
Type of Out-of-State Institution Unknown	699	660
PREVIOUS INSTITUTION UNKNOWN	**2,138**	**2,037**
TOTAL, ALL INSTITUTIONS	**6,216**	**6,016**

COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Common Core Performance Indicator

Collaborative activities and programs supported by the community colleges in Connecticut public schools.

What are Community Colleges doing to foster high school student learning?

Asnuntuck Community College

Asnuntuck Community College (ACC) participates in School to Career and Tech Prep programs funded by Carl Perkins grant funds. The North Central Connecticut Tech Prep Consortium includes 12 public high schools, including USD#1 of the Department of Corrections. Career focus at the high school, within major clusters, is encouraged for a smooth transition to the college. Since 1988 ACC has participated in the regional High School Partnership program. Over 800 students from nine school systems have participated and received over 2,700 credits of transferable college work. Increasing numbers of students are continuing their studies at ACC, rather than at select four-year colleges as a result of this program. In conjunction with funding from the Capital Region Education Council (CREC), ACC has participated with East Windsor, Granby and Ellington High Schools in the development of a Multi-cultural Leadership Training program to encourage high school persistence and graduation. Fifteen students are participating in the 2002-2003 program, designed to promote team building, self-esteem and positive personal growth. Additional activities aimed at fostering alliances with high school students include the annual National Job Shadowing Day, sponsored by the Enfield Rotary Club in conjunction with Enfield Public Schools; Career Building Workshops, aimed at preparing students for summer employment at local companies such as Lego Corporation; and career specific "open houses" and workshops in such major concentrations as Early Childhood Education and Criminal Justice. ACC also hosts Terra Nova, Enfield Alternative High School.

Capital Community College

The College participates in many innovative programs such as high school partnership which serves over sixty students each year from approximately ten towns. Along with four other institutions of higher education in Hartford we sponsor Career Beginnings which provides advising and mentoring to juniors and seniors. We also sponsor ConnCAB, a successful summer college preparatory program for high school seniors and Tech Prep which fosters academic knowledge, workplace skills and technical/ technology training while students simultaneously earn high school and college credit.

The college would especially like to highlight one program in particular, the Connecticut Collegiate Awareness Preparation Program (ConnCAP). ConnCAP is a rigorous college preparatory program that provides students in grades 7-12 with extensive academic support and structure. The program features an academic advising component which includes tutorial services, college preparatory curriculum with career exploration and an intense summer academy. This year we served over one-hundred students in grades 7-12 from Hartford, East Hartford, Bloomfield and Windsor. This past June as in every year of the existence of the ConnCAP program, all graduating seniors were accepted into four-year colleges and received scholarships. This program is also unique in that it receives funding from public and private sources.

COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Gateway Community College

GWCC has a **Paraprofessional Cohort Program** that is offered to K-3 teaching paraprofessionals. The first cohort (25 participants) completed Composition (ENG 120) and Child Growth and Development (PSY 105). They are moving into Associate's Degree program in Early Childhood Education. **Gateway Adult Ed Partnership** offers courses in developmental Math & English and Computer Applications (BUS 105) to high school credit students. They are mentored with Human Services students. GAP can hold up to 100 students per semester. **High School Partnership** – seniors from all high schools take classes across the curriculum. Orientation to College (HDV 100) is offered to students from Sound School and High School in the community. Special Topics in Humanities is taught to students from Cooperative HS, Sound School, Adult Education, and High School in the Community. **Start of Success** program offers part-time paid internship to high school students with disabilities. GWCC plays program host by offering our North Haven campus classrooms. Through **Gear Up Grant**, GWCC offered science and math summer programs to the middle school students at the North Haven campus. In **Summer Transitions Program**, 30 New Haven High School graduates are transitioned into GWCC. Organized with the University of New Haven and the New Haven Public Schools, GWCC offered **Crime Investigation Week** to 30 New Haven high school students in the summer and winter. Under President's Incentive Grant, **Gateway College Experience Program** was developed for Career HS students to attend Entrepreneurship I and Prof. John Scott served as a **Business Careers Liaison** at NHHS.

Housatonic Community College

The Housatonic Museum of Art is working with students selected from the Luis Munoz Marin School who will attend docent training. At the end of the training, the student docents will accompany their class on a field trip to the Aldrich Museum. The classes are led through the museum by the student docents. Students can relate to their peers in a way a museum educator meeting them for the first time cannot. The same student docents will then attend the Housatonic Museum, where they will replicate the process they just completed at the Aldrich. These students will go to the Housatonic Museum of Art for four consecutive weeks to learn about specific pieces of art from our collection. Two student educators from the Housatonic Museum of Art and an art teacher from each grade school will oversee the program. At the end of the four-week session, the entire class of sixth and seventh graders will be bused to the Housatonic Museum of Art over a two-week period and the student docents will educate their peers about the museum's fine collection. Other goals of the program include: establishment of a formalized curriculum for ongoing docent training, that includes art history, visual analysis and tour techniques; production of a "Docent Handbook" that establishes docent responsibilities and commitments and includes a formalized curriculum; special training for teacher workshops, special tours and hands-on programs and attainment of necessary equipment for docent training including, texts, videos and slides.

COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Manchester Community College

MCC is involved in many collaborative projects with local K-12 schools, including Tech Prep, High School Partnerships, and professional development opportunities for teachers and counselors. Two of the more innovative collaborations are Great Path Academy and providing assistance to local science programs. Great Path Academy is an inter-district magnet high school located on the MCC campus. GPA is a "middle college" that blends both high school and college experiences. In addition to their core high school subjects, students take college level courses, participate in internships with college staff, and are paired with a MCC student mentor. Thirty students from Bolton, Coventry, Glastonbury, East Hartford, Hartford, Manchester and Tolland make up the founding class of Great Path Academy. MCC Science faculty members have earned Eisenhower and Perkins grants that allow them to support and work collaboratively with high school and middle school science programs. Grant funds have been used to purchase environmental science, physical science and biotechnology equipment and supplies; sponsored field trips for high school and middle school students; and created professional development workshops for teachers. The primary goal of these collaborations is to increase the use of technology in K-12 science programs. One particularly innovative program created by these collaborations paired middle school science and math teachers. Students collected data related to science experiments, then applied math concepts to analyze the data. MCC faculty members benefit from the sharing of ideas about innovative and creative teaching practices.

Middlesex Community College

Middlesex Community College participates in a number of public school collaborations, including the Tech Prep program, the High School Partnership program, and ad hoc regional activities. The Tech Prep program provides high school students with a planned program of studies that will prepare them to complete an associate in science degree in business or technological studies. It is designed for high school juniors and seniors with an overall academic average of C and permits students to earn college credit for high school work in selected courses at no cost. MxCC currently holds articulation agreements with 15 area high schools and services several hundred students per year. Tech Prep applicants are provided academic advising about the program as well as a brief orientation to the community college. The High School Partnership program at MxCC is affiliated with more than a dozen area schools. The program assists high schools in addressing the curricular needs of students, in preparing applicants for post-secondary study, and in increasing the number of applicants to specific fields of study. Students may be either juniors or seniors and take prescribed college-level courses at MxCC. Students attend orientation to familiarize them with MxCC's physical design, college life, academic expectations and good study habits. The Saturday Mathematics and Technology Academy is a partnership between MxCC and the Connecticut State Department of Education via an Interdistrict Cooperative Grant awarded to Middletown public schools. It provides students in grades 6-9 the opportunity to increase mastery of math and science skills.

COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Naugatuck Valley Community College

Job Shadow Day, 2/1/02 - 50 high school students (6 schools) already committed to the Fine Art's field participated in the Job Shadow Day with NVCC faculty from the Art, Dance, Multimedia Technology, Music and Theatre Arts programs. The students learned about the academic requirements, skills and careers in the Fine Art's field.

Career Fair, 3/27/02 - 185 high school students (9 schools) participated in the Career Fair to find out about the educational and skill requirements from over 80 employers. The students were also provided with workshops on time management skills and conflict resolution skills on the job.

Homeland Security and American Civil Liberties, 4/3/02 - 35 students from Naugatuck High School attended the program to get information about how the United States can maintain a secure and free society, while preserving the civil liberties of its citizens, by listening to a host of international speakers providing their perspective on the subject.

Other - The Business Division enrolled students from area high schools in 2 programs – IT Networking, and Hospitality Management, through state-funded project grants. Kaynor Tech students continue their daily classes at NVCC for Engineering Technologies program degree credits.
The NVCC Nursing Department collaborated with area organizations to offer a number of nursing career exploration activities.
The NVCC Learning Resources Center offered library instruction sessions and audio visual equipment to ConnCap and Bridge to College students.

Northwestern Connecticut Community College

Partners in Learning Science is an AACC/NSF program developed by Sharon Gusky and Jerry Rathbun and has been nominated for a Ballweather Award. It involves a partnership with an elementary school, middle school, high school and the Audubon Society. NCCC students volunteer as teacher aides with mentor teachers. In addition to assisting teachers in the classroom, students develop a lesson plan and science kit which is retained by the school. NCCC will replicate the program as long as funding is available. It has proved invaluable for encouraging potential teachers to redirect their career plans.

COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Norwalk Community College

Norwalk Community College has established articulation agreements with several area high schools. These agreements provide high school students the opportunity to earn college credit in a variety of subjects.

Academy for Information Technology: The College continues to support the Stamford Public Schools' Academy for Information Technology, a 9-12 high school focused on technology. This year the AIT enrolls 270 students.

High School Partnership: Norwalk Community College participates in the High School Partnership program that allows high school juniors and seniors in our ten town service region to take courses tuition free at the college. Since 1988 more than 200 students have taken advantage of this program.

School to Career: The focus of School to Career is to promote high academic achievement through career awareness and career preparation, including work-based learning, as part of both liberal arts and professional degree programs.

CONNTAC Educational Opportunity Center: CONNTAC EOC is a federally funded program that provides free educational, career and financial aid counseling services to individuals throughout Connecticut. Both high school seniors and high school dropouts in the NCC service region may take advantage of this program as well as individuals in a number of different categories including GED students, transfer students, college dropouts, and unemployed workers.

Other High School Activities: Campus tours and academic program information are provided to high school students. High school visitations and attendance at college fairs occur throughout the year.

Quinebaug Valley Community College

Quinebaug Valley Community College has continued to work with youth aged 17-21 in its Opportunity for Success program and will graduate students from the first class of enrollees in Spring 2003. These students are identified as high-risk students based upon economic, academic and social barriers yet continue to be retained at a higher rate than for College's other students. A team of professionals including a coordinator, recruiter and tutors on each campus works to retain these students. To recruit students for this program, partnerships have been developed with all area high schools and alternative programs. The College has expanded its Tech Prep program by developing articulation agreements with five area high schools. Negotiations are almost completed with three additional high schools. Programs include accounting, plastics technology, fine arts and graphic design, computer repair, business office technology and allied health. Students are invited to the College on a regular basis to interact with the faculty and participate in customized programs such as women in technology, medical careers, plastics technology days, and job shadowing days. Students are also invited to join curricular advisory boards and interact with area employers in the creation of project-based learning. The Coordinator maintains contact with the students through regular school visits, the issuing of ID cards and other projects that remind the students of their dual affiliations with the high school and College. The Brooklyn school district received a grant and contracted with QVCC to provide training for its teacher paraprofessional staff to meet new federal regulations. QVCC will offer this training to all area school districts this year.

COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Three Rivers Community College

Three Rivers Community College fosters and maintains a series of activities and programs with K-12 public schools. The most formal collaborative ventures are the Tech-Prep program, which enables high school students to receive college credit in a variety of disciplines, and the High School Partnership Program, which permits eligible juniors and seniors to take college courses. In addition, the College hosts or sponsors numerous collaborative programs including a "Saturday Academy" for middle school students, day-long programs for advanced K-12 math students, regular visits by College staff to all high schools in the region, evening Seniors Open House sessions for high school seniors and their parents, continuing education courses for high school teachers, and meetings of the regional association of high school guidance counselors. While these scheduled activities are significant, the greatest involvement occurs through informal dialogue between College faculty and staff and their high school counterparts. Communication of this type is ongoing, pervasive, and part of the routine of the College. Often, the encounters are devoted to professional development or a sharing of "best practices" in the discipline or classroom.

Tunxis Community College

Beginning in Fall 2000, Tunxis Community College became home to a magnet high school—the Tunxis Middle College High School—developed in collaboration with the Capitol Region Education Council (CREC). The stated mission of the school is "to provide an innovative environment that helps high school students from diverse backgrounds develop the values, self-discipline, work habits, and academic and life skills needed to achieve success."

Funded by a grant from the Connecticut Distance Learning Consortium, Tunxis has developed on line classes for high school students at Bristol Eastern High School so that the students may remain on the high school campus yet take classes for which they earn college credit.

In another partnership with Bristol Eastern High School and Bristol Hospital, Tunxis is running a Certified Nursing Assistant course for high school students. This program will prepare them for post secondary education in allied health fields or for immediate entry into the job market in a high demand employment field.

Tunxis also participates in the High School Partnership and Tech Prep programs offered by all twelve community colleges.

MINORITY ENROLLMENT

Common Core Performance Indicator

The proportion of students of color (African American, Hispanic, Asian and Native American) enrolled in the community colleges compared to the proportions in the state's population, 18 years of age and older.

Data Analysis

Enrollment of minority students at the Connecticut community colleges has been increasing annually. Fall 2002 minority enrollments represent 29.9% of the student body (26.4% are Black and Hispanic). This represents a 5.5% increase in minority enrollment since 1998.

As a system, the proportion of minority enrollment exceeds the proportion in the state's populations of people 18 years of age and older.

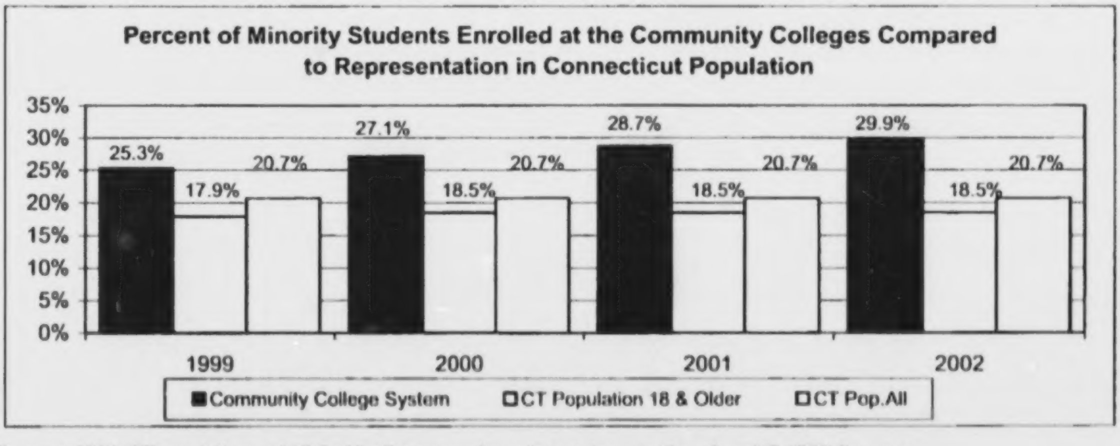
Performance Improvement Goal

For the system, the performance goal is for enrollments to mirror or exceed the State's minority population percentage among college age students.

Minority Enrollment by Cluster & CT Population

	1999	2000	2001	2002
AS NW QV	8.6%	11.0%	10.1%	11.2%
CA GW HO	44.1%	47.0%	48.9%	49.5%
MA NV NK	24.4%	25.5%	27.1%	27.8%
MX TR TX	13.8%	14.6%	15.4%	16.4%
All CTCs	**25.3%**	**27.1%**	**28.7%**	**29.9%**
CT Population	**20.7%**	**20.7%**	**20.7%**	**20.7%**
18 & Over	**17.9%**	**18.5%**	**18.5%**	**18.5%**

For the two clusters of colleges whose minority enrollment falls below the state-wide population percentages (AS, NW, QV and MX, TR, TX), their proportions exceed the proportions in their regional service areas which stand at 7.5% and 11.4%, respectively, from 1999 through 2002.


Percent of Minority Students Enrolled at the Community Colleges Compared to Representation in Connecticut Population

Source: 1999 CT population and 18 & older figures are based on state projections from US 1990 Census. 2000 and 2001 data are from the 2000 census. 1999, 2000 and 2001 IPEDS Data.

OPERATING EXPENDITURES FROM STATE SUPPORT

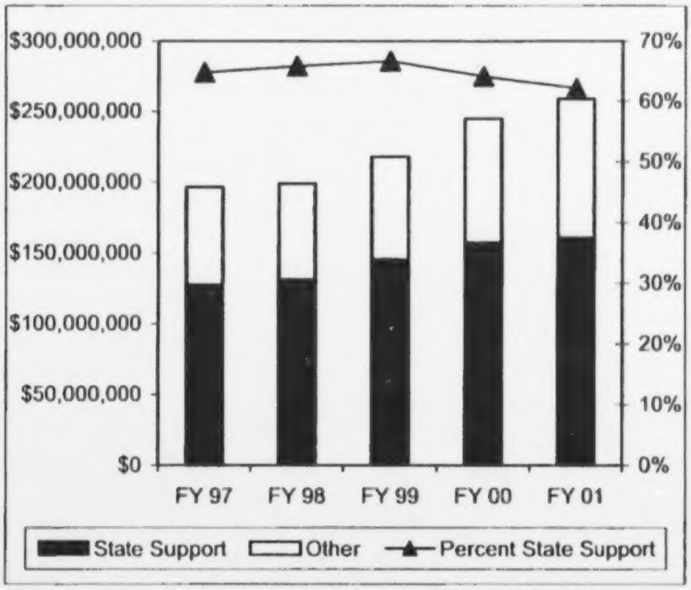
Common Core Performance Indicator

Total state appropriations including general fund fringe benefits, state support for student financial aid as a percent of total educational and general expenditures excluding capital equipment purchased with bond funds.

Are Connecticut Community Colleges affordable?

Data Analysis

Connecticut Community Colleges receive almost two thirds of their current funds operating budget from State support, which includes unrestricted state appropriations (block grant plus tuition freeze), fringe benefits, and restricted state gifts, grants and scholarships. During the past five years, the percent of expenditures supported by State resources has risen and fallen with 65% in FY 97 followed by 66%, 67%, 64% and 62%, respectively. Total State support in dollars has increased by 26%, from $127.4 million (FY 97) to $160.7 million (FY 01).



(millions)	State Support*	Other Support	Total E&G	Percent, State Support
FY 1997	$127.4	$69.2	$196.5	65%
FY 1998	$130.9	$67.9	$198.9	66%
FY 1999	$145.2	$72.6	$217.9	67%
FY 2000	$157.1	$87.8	$244.9	64%
FY 2001	$160.7	$98.0	$258.7	62%

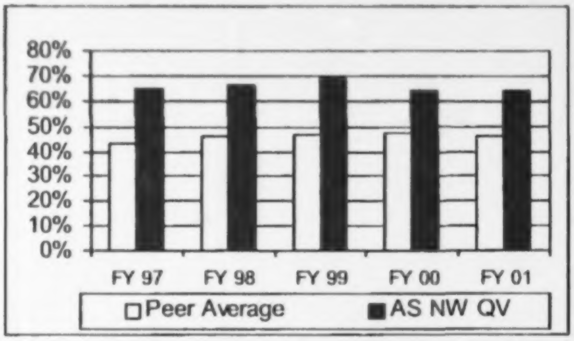
When Local government support is included, total publicly funded support ratios for peer institutions average from 57% to 64%. Peer institutions appear to receive a significantly lower portion of their current funds operating budget from State support, with ratios averaging from only 32% to 48%. This difference is the greatest in the "large urban" peer group, which receives the lowest State support. These differences reflect the fact that states operate under different funding models, with many peer institutions receiving both State and Local taxpayer support.

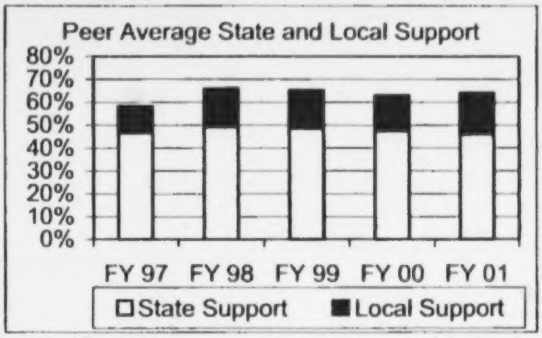
Source: IPEDS Data and Banner Data Extracts
AS NW QV: 6 of 7 peers reporting for FY1997 to FY2000, 5 of 7 peers reporting for FY2001,
CA GW HO: 5 of 6 peers reporting for FY2001

OPERATING EXPENDITURES FROM STATE SUPPORT

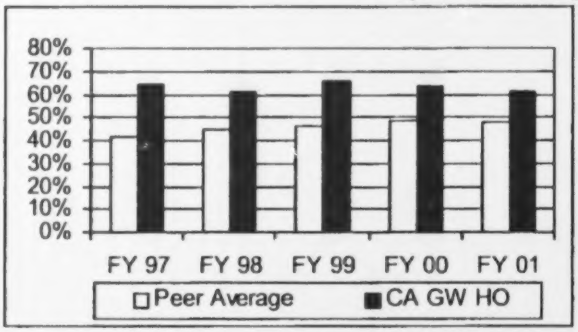
Percent from State Support

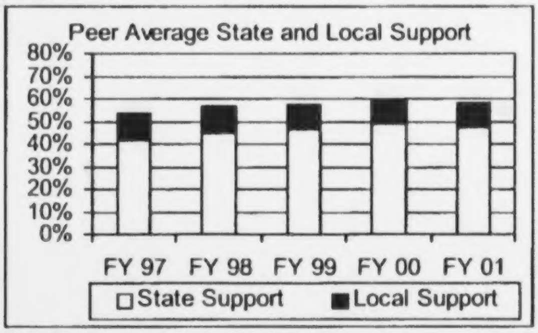
Asnuntuck, Northwestern, Quinebaug



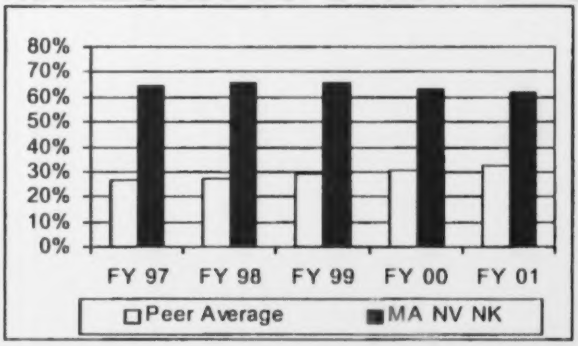


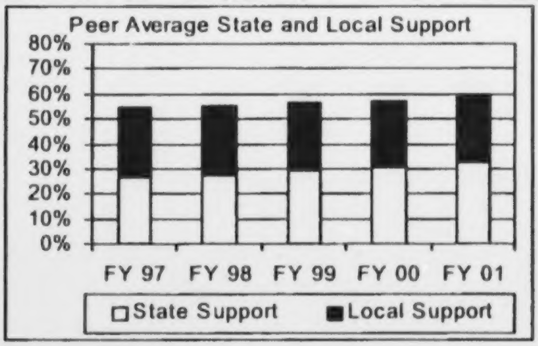
Capital, Gateway, Housatonic



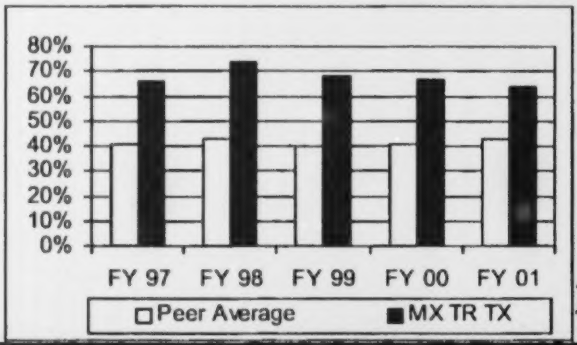


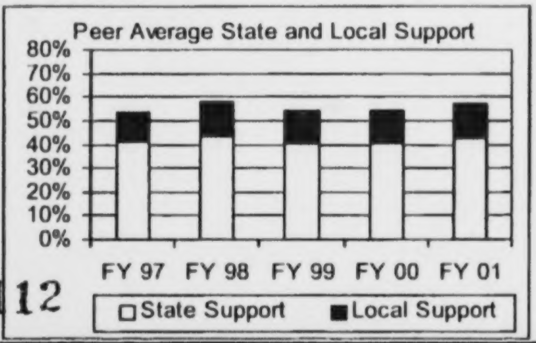
Manchester, Naugatuck, Norwalk





Middlesex, Three Rivers, Tunxis





REAL PRICE TO STUDENTS

Common Core Performance Indicator

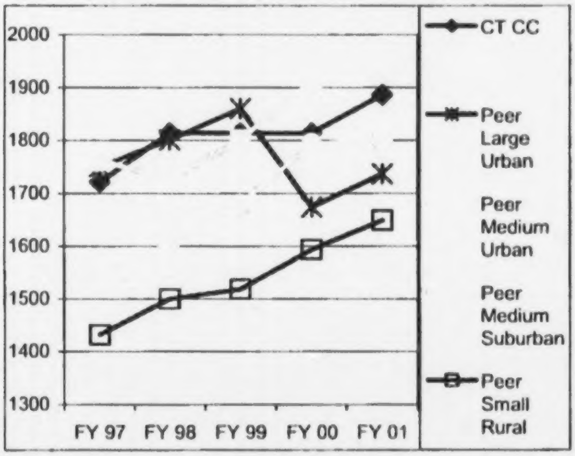
Tuition and mandatory fees for a full-time, in-state undergraduate student as a percent of median household income for the state.

Performance Improvement Goal

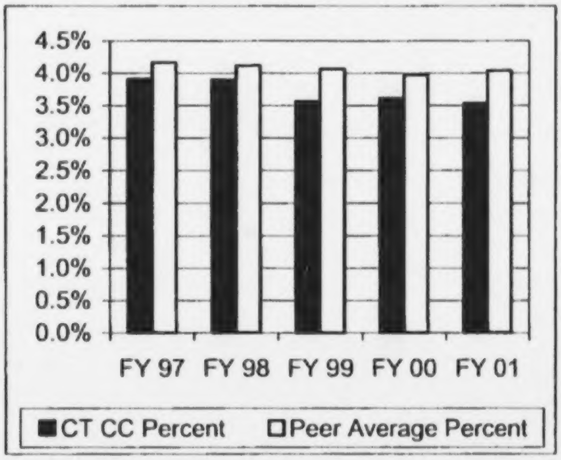
Our target is to maintain the percent of Community College tuition and mandatory fees in reference to median household income below the aggregate for our peers.

Data Analysis

Tuition & Fees by Comparison Group



Percent of Median Household Income



The dollar cost of tuition and mandatory fees at the Connecticut Community Colleges is set at a common statewide level by the Board of Trustees. These rates are generally lower than those of our urban peer institutions, and higher than the rural peer groups. However, Connecticut's cost to students as a percent of median household income is lower than all peer groups. While median household income may not be the only measure of affordability for Connecticut community college students, the generally lower percentages are at least encouraging. Overall, resident tuition and fees increased at an annual average of 2.3% per year from FY 1997 through FY 2001, while median household income was growing at an average 5%.

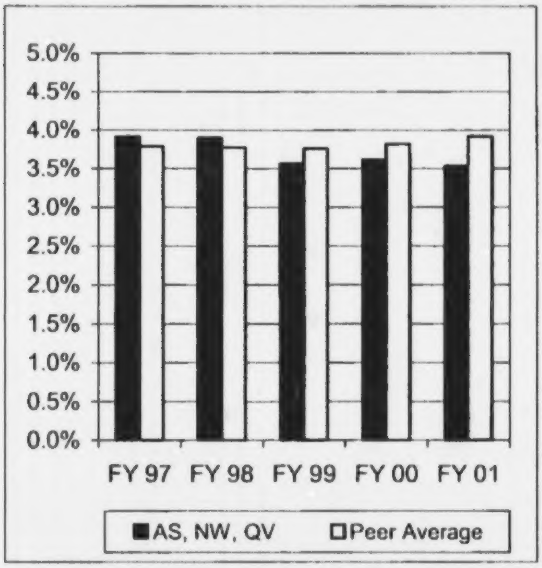
	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	% Change FY 97-01
CT CC Tuition & Fees	1,722	1,814	1,814	1,814	1,886	9.5%
CT MHI	43,985	46,508	50,798	50,152	53,347	21.3%
CT CC Percent	**3.9%**	**3.9%**	**3.6%**	**3.6%**	**3.5%**	**-9.7%**
Peer Average Tuition	1,679	1,717	1,760	1,738	1,825	8.7%
Peer Average MHI	40,247	41,657	43,286	43,759	45,189	12.3%
Peer Average Percent	**4.2%**	**4.1%**	**4.1%**	**4.0%**	**4.0%**	**-3.2%**

Source: IPEDS Data

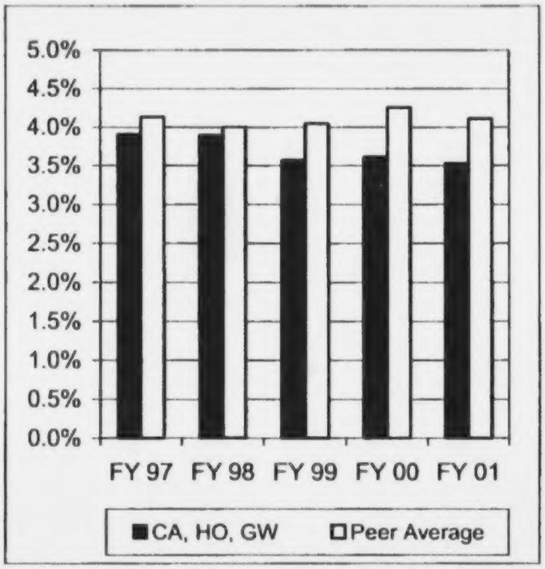
REAL PRICE TO STUDENTS

Tuition and Fees as a Percent of Median Household Income

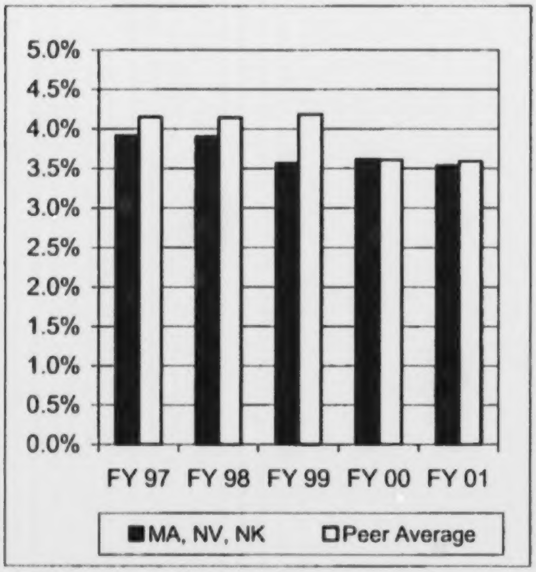
Asnuntuck, Northwestern, Quinebaug



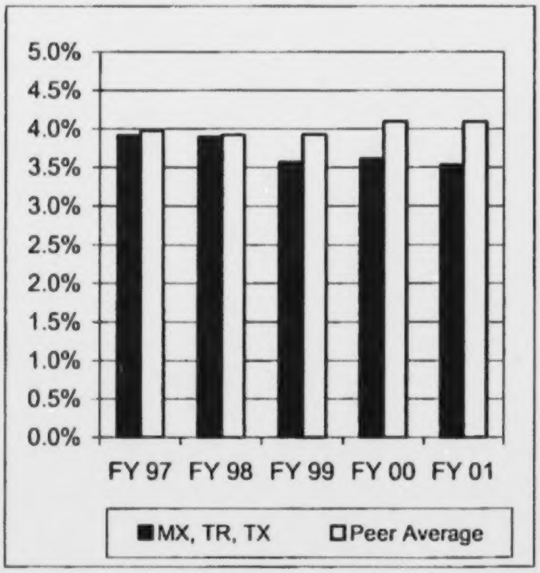
Capital, Housatonic, Gateway



Manchester, Naugatuck, Norwalk



Middlesex, Three Rivers, Tunxis



DEGREES CONFERRED BY CREDIT PROGRAM

Common Core Performance Indicator

The number and percentage of degrees conferred by credit program.

Performance Improvement Goal

For the System, the performance improvement goal is to award 4,000 degrees and certificates annually.

Data Analysis

During the 2001-2002 academic year the Connecticut community colleges awarded 3,977 degrees and certificates. This represents a 0.8% increase in degrees awarded over last year and a 7.2% decrease since 1998. There is a 1.3% decrease in certificates awarded over last year and a 7.3% increase since 1998. The total number of graduates each year will fluctuate depending on the various internal and external environments facing our students (economic, family, health, life changes, etc.)

Occupational programs account for 64.2% of all the associate degrees awarded. Among the occupational programs 21.1% of the degrees were in business programs, 17.2% in Health and Life Sciences programs, 10.7% in Science, Engineering, and Technology programs, 10.1% in Social and Public Service Programs. Humanities, Arts, and Communications, Social Sciences, and Education accounted for the remaining 5.1% of the degrees awarded.

The gender composition of the graduates has remained fairly consistent over the last 5 years and remains similar to that of our fall enrollment. This year 65% of our graduates were female and this fall 62% of our credit students are female. This year 35% of the graduates were male and this fall 38% of our students are male.

The percentage of minority graduates grows a little bit every year from 17.8% in 1998 to 22% in 2002. This fall minorities make up 30% of our student body.

Community College System

	1999-2000		2000-2001		2001-2002	
Program Area	Graduates	%	Graduates	%	Graduates	%
Business	876	22.4%	874	22.2%	848	21.4%
Education	16	0.4%	13	0.3%	25	0.6%
Health/Life Sciences	735	18.8%	679	17.3%	707	17.9%
Humanities/Arts/Communications	114	2.9%	118	3.0%	130	3.3%
Liberal Arts & General Studies	1,099	28.1%	1,133	28.8%	1,167	29.5%
Science/Engineering/Technology	574	14.7%	542	13.8%	576	14.6%
Social & Public Services	441	11.3%	508	12.9%	458	11.6%
Social Sciences	57	1.5%	69	1.8%	47	1.2%
Total	3,912	100.0%	3,936	100.0%	3,958	100.0%

Source: 2000, 2001 & 2002 IPEDS Data

DEGREES CONFERRED BY CREDIT PROGRAM

Asnuntuck, Northwestern, Quinebaug

	1999-2000		2000-2001		2001-2002	
Program Area	Graduates	%	Graduates	%	Graduates	%
Business	157	29.5%	150	30.5%	129	23.8%
Education	0	0.0%	0	0.0%	0	0.0%
Health/Life Sciences	100	18.8%	75	15.2%	92	17.0%
Humanities/Arts/Communications	31	5.8%	32	6.5%	31	5.7%
Liberal Arts & General Studies	165	31.0%	149	30.3%	175	32.3%
Science/Engineering/Technology	48	9.0%	47	9.6%	67	12.4%
Social & Public Services	31	5.8%	38	7.7%	46	8.5%
Social Sciences	1	0.2%	1	0.2%	1	0.2%
Total	533	100.0%	492	100.0%	541	100.0%

Capital, Gateway, Housatonic

	1999-2000		2000-2001		2001-2002	
Program Area	Graduates	%	Graduates	%	Graduates	%
Business	219	22.6%	224	22.9%	226	21.9%
Education	1	0.1%	1	0.1%	5	0.5%
Health/Life Sciences	253	26.1%	244	24.9%	254	24.6%
Humanities/Arts/Communications	10	1.0%	8	0.8%	8	0.8%
Liberal Arts & General Studies	224	23.1%	229	23.4%	240	23.3%
Science/Engineering/Technology	140	14.4%	116	11.8%	160	15.5%
Social & Public Services	124	12.8%	157	16.0%	139	13.5%
Social Sciences	0	0.0%	0	0.0%	0	0.0%
Total	971	100.0%	979	100.0%	1,032	100.0%

Manchester, Naugatuck, Norwalk

	1999-2000		2000-2001		2001-2002	
Program Area	Graduates	%	Graduates	%	Graduates	%
Business	305	20.9%	265	18.1%	291	20.4%
Education	15	1.0%	12	0.8%	20	1.4%
Health/Life Sciences	223	15.3%	205	14.0%	197	13.8%
Humanities/Arts/Communications	49	3.4%	46	3.1%	58	4.1%
Liberal Arts & General Studies	404	27.7%	457	31.2%	429	30.1%
Science/Engineering/Technology	205	14.1%	218	14.9%	225	15.8%
Social & Public Services	201	13.8%	196	13.4%	161	11.3%
Social Sciences	56	3.8%	68	4.6%	46	3.2%
Total	1,458	100.0%	1,467	100.0%	1,427	100.0%

Middlesex, Three Rivers, Tunxis

	1999-2000		2000-2001		2001-2002	
Program Area	Graduates	%	Graduates	%	Graduates	%
Business	195	20.5%	235	23.5%	202	21.1%
Education	0	0.0%	0	0.0%	0	0.0%
Health/Life Sciences	159	16.7%	155	15.5%	164	17.1%
Humanities/Arts/Communications	24	2.5%	32	3.2%	33	3.4%
Liberal Arts & General Studies	306	32.2%	298	29.9%	323	33.7%
Science/Engineering/Technology	181	19.1%	161	16.1%	124	12.9%
Social & Public Services	85	8.9%	117	11.7%	112	11.7%
Social Sciences	0	0.0%	0	0.0%	0	0.0%
Total	950	100.0%	998	100.0%	958	100.0%

The Connecticut Employment and Training Commission (CETC)

2001-2002 Report Card on Employment and Training Programs (March 2002)

Performance Indicator

Workforce Preparation defined here as the number and percentage of occupational program graduates employed in Connecticut upon graduation and still employed 6 months later.

Performance Improvement Goal

For the System, the performance improvement goal is to maintain or exceed a 75% rate of employment and retention in employment.

Data Analysis

For the latest reporting year (1999-2000), for the system, there were 2,778 graduates from occupational programs. 2,263 were employed in Connecticut at the time of graduation(81%). 2,141 of these workers were retained 6 months later (95%). On average, these graduates received a $220 weekly wage increase upon completion of their program; an $11,445 average annual increase . In all $25,085,278 worth of higher earnings can be attributed to graduates completing a Connecticut community college occupational credit program. Occupational programs are defined as those intended to prepare an individual for immediate entry into the workforce upon graduation. Excluded are Liberal Arts & General Studies programs. Included are Business; Health and Life Sciences; Science, Engineering, and Technology; Social and Public Services; Humanities, Arts, and Communications; Social Science; and Education.

It is important to note that colleges in border towns such as Asnuntuck and Quinebaug have many graduates that work in adjoining states such as Massachusetts and Rhode Island. Given that most of these graduates are also Connecticut residents, their earnings also have a positive impact on the Connecticut's economy. The impact these graduates have on Connecticut's economy is excluded in this measure. The CETC report card measures are concerned only with Connecticut employment.

Asnuntuck, Northwestern, Quinebaug

	1998-1999		1999-2000	
Completed	320		345	
Employed	254	79%	265	77%
Retained	238	94%	251	95%

Capital, Gateway, Housatonic

	1998-1999		1999-2000	
Completed	811		717	
Employed	690	85%	597	83%
Retained	657	95%	571	96%

Manchester, Naugatuck, Norwalk

	1998-1999		1999-2000	
Completed	1223		1046	
Employed	992	81%	853	82%
Retained	923	93%	799	94%

Middlesex, Three Rivers, Tunxis

	1998-1999		1999-2000	
Completed	706		670	
Employed	588	83%	548	82%
Retained	532	90%	520	95%

Source: CETC Report Card (March 2002)

NON-CREDIT REGISTRATIONS

Common Core Performance Indicator

Annual course registrations of non-credit students by the following two categories: personal development and workforce development.

Performance Improvement Goal

For the System, the performance improvement goal is to achieve a 1% annual increase in non-credit registrations.

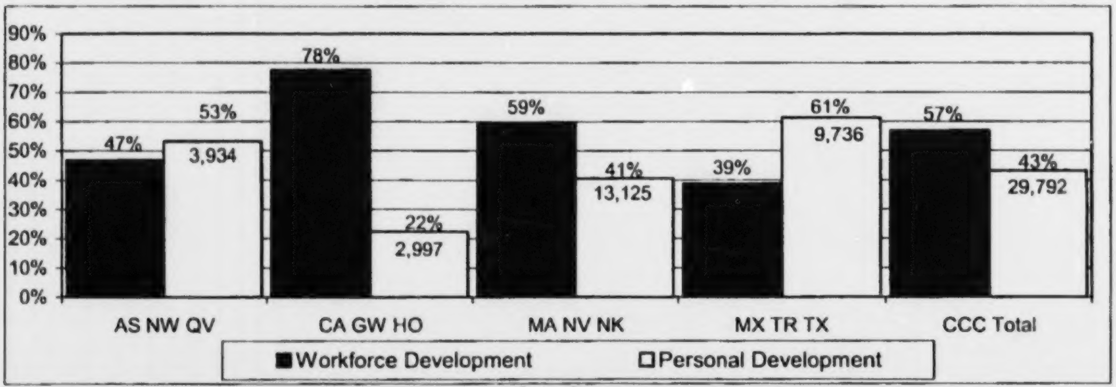
Data Analysis

Extension non-credit courses encompass a variety of instructional activities, which are classified into two major categories for purposes of system-wide reporting of non-credit seat count (registrations): workforce development and personal development. Students can and do enroll in more than one offering. As a system, for the academic year 2001-2002, there were 69,016 non-credit registrations in total; 39,224 (57%) in workforce development related activities and 29,792 (43%) in personal enrichment activities.

Workforce Development includes non-credit courses related to job entry, job advancement, and job retraining that support statewide efforts to provide a well-trained, diverse workforce, and may include business, commerce, technology, health services, manufacturing, childcare and public/human service. Examples of such courses include training in Microsoft Office software applications, shop math, and bookkeeping.

Personal Development includes non-credit courses and instructional programs that help an individual understand oneself, others, or the community, appreciate culture, and develop practical skills for effective use of leisure time, and may include self-improvement, cultural enrichment, communication skills and recreational activities. Examples of such courses include assertiveness training, fine arts, performing arts, gardening, woodworking, and yoga; and courses which address both general and specific community interests, such as boating and motorcycle safety, senior programs, cultural enrichment, and foreign language courses.

Non-Credit Registrations by Type of Activity



Source: Banner Extracts

NON-CREDIT HEADCOUNT

Performance Indicator

Non-credit headcount includes unduplicated enrollments in all non-credit courses, including workforce training/ professional development, as well as personal development.

Performance Improvement Goal

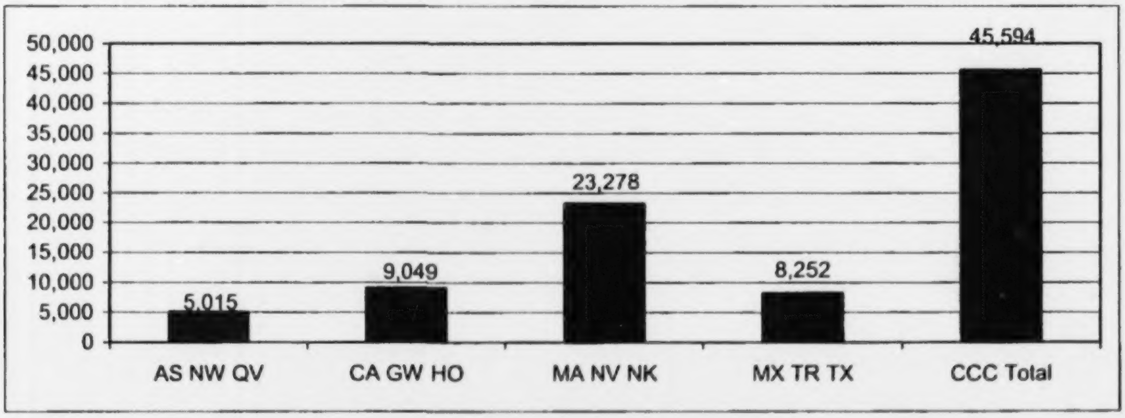
For the System, the performance improvement goal is to achieve a 1% annual increase in non-credit headcount enrollment.

Data Analysis

The Connecticut Community Colleges sponsor a wide range of activities organized by the staff of the Extension divisions and departments. Some of these educational experiences are for only an hour, others a day or two in length and some are periodic meetings distributed over a period of several months. The primary purpose of these functions is to provide an appropriate educational service for the individual or group being served. These courses may represent personal development opportunities or a response to business, industry, and professional associations requiring their constituents to return to school to maintain a high level of currency in their field. Continuing Education Units (CEUs) may be earned for these activities and persons who attend non-credit activities may obtain a record or transcript of those learning experiences.

Non-credit enrollment represents a substantial number of people, businesses and industries that are served by Connecticut's community colleges. Throughout the academic year 2001-2002 there were 45,594 students enrolled in non-credit offerings.

2001-2002 Non-Credit Headcount



Source: Banner Extracts

COLLABORATIVE ACTIVITIES WITHIN THE COMMUNITY

Performance Indicator

Narrative descriptions of collaborative activities within our colleges' service areas.

What are Community Colleges doing in conjunction with the communities in their service areas?

Asnuntuck Community College

The Center for Business, Industry, and Manufacturing Technology at ACC works with the private and public sectors to enhance employee retention, aid economic expansion, and improve the quality of life in the community. The Center provides academic and professional training to the Aerospace Components Manufacturers (ACM), a consortium of 45 small to mid-sized companies in the aerospace business; to large companies like Pratt & Whitney and Hamilton Sundstrand; to the towns of Enfield and Suffield; and to the Stafford Public Schools – and these are only a few of the College's clients. The College is active in the Enfield Rotary Club, the North Central Connecticut Chamber of Commerce, the Enfield Economic Development Commission, and the Capital Region Workforce Development Board. ACC also supports local activities like the Connecticut Children's Place, the Enfield After-School program, and the Network Against Domestic Abuse, and hosts the alternative high school program of the Enfield Public Schools.

Capital Community College

Capital Community College works in partnership with schools, adult education, business, community based, municipal and state organizations. In FY'02, over 50 Hartford and Weaver high school, Hartford Adult Education and Hartford Public School Summer Youth students successfully completed the Access to Opportunity Program. The Access to Opportunity program provided students with workforce training in the areas of Information Technology/Customer Service and Allied Health (CNA), college credit, college transition assistance, career development and job placement.

The College partners with business, community based organizations, workforce development boards, and State Departments of Labor and Social Services to provide workforce re-training and support services through programs such as the Customer Service Institute of Connecticut (CSIC). Over 100 individuals received CSIC training in FY'02 with 85% of those who completed placed in employment.

Capital works extensively with businesses to re-train Connecticut's workforce. The College obtained an H1B grant and will be providing high level information technology training to seven major employers to train over 200 individuals in FY'03. The College works with the MetroHartford Alliance, Hartford Economic Development Commission, Visitors and Convention Bureau and the State Department of Economic and Community Development to assist with attracting new businesses to Connecticut and providing existing businesses with training and educational services.

COLLABORATIVE ACTIVITIES WITHIN THE COMMUNITY

Gateway Community College

GWCC has developed the Lunch & Learn series, which is a set of presentations given by the medical professionals to the public. GWCC participated as the Partner Group of the New Haven Family Alliance. It collaborated with New Haven Housing Authority for training services. GWCC provided educational seminars to Branford Chamber of Commerce. GWCC provided support for the Mutual Housing Association of South Central Connecticut , Inc. to develop a training grant. GWCC participated in the community services of the Hope VI housing grant, which is to provide community support for the Quinnipiac Terrace Housing Project. Non-Credit Transitions' Certificate group was created to develop a training program that will train those students with significant learning disabilities for the world of work. The area agencies include ACES, BRS, RWDB, and Department of Education. In cooperation with local hospitals, GWCC often offers diabetics lectures, blood pressure check-up, health expo, and other health-related activities to the public. Public lectures have been offered to understand the tension between the West and Islamic religion. GWCC also joins the Latino Task Force in New Haven to provide educational service to the Latino community. Featuring the work of local artists, GWCC's art gallery is open to the public.

Housatonic Community College

COPC (Community Outreach Partnership Center) – a grant funded project housed on the Housatonic campus - has recently created a partnership with the P.T. Barnum Apartments Youth Council. The Youth Council is comprised of children and adolescents ranging in ages from ten to fourteen. These youth are all residents of P.T. Barnum Apartments, a Bridgeport Housing Authority site. The group is supervised by Bridgeport Housing Authority staff members. The first project we have worked with the Youth Council on is the development of their own website. We conducted an initial training session with the group on basic web design. We plan to continue to work with the youth council not only on their web page but also in their newsletter, and other projects. This project is an excellent opportunity to expose these young people to a college environment and to assist in creating a positive learning experience.

COLLABORATIVE ACTIVITIES WITHIN THE COMMUNITY

Manchester Community College

MCC participates in a variety of collaborative activities with the surrounding communities. Examples include service, education, and training.
MCC and Vernon Regional Adult Education are partners in the New England ABE-to-College Transition Project. The program creates opportunities for adult literacy program graduates to succeed in post-secondary education. MCC hosts GED classes, provides workshops on the college admissions process, organizes field trips to the college, and provides peer mentors and tutors for students in the program. This collaboration prepares students for successful and enduring academic careers.
The MCC Older Adult Association is a college based community organization. The MCC-OAA boasts over 1,300 members who share a common interest in lifelong learning opportunities. The group enjoys a monthly lecture / entertainment series; trips to museums, shows and tourist attractions; luncheons and dinners; a tuition rebate program; and a book discussion club. MCC provides staff support and facilities, and also creates a variety of courses and lectures designed specifically for the older adult.
MCC is a member of the Manchester Lifelong Education Council. Other members include libraries, K-12 schools, service providers, and members of the community. The group evaluates the network of services available to learners from pre-school to seniors, and searches for innovative ways to meet the needs of the community.
MCC's Business & Industry programs, in collaboration with the East of the River Chamber of Commerce, provide training opportunities for local employers. Grant funds subsidize the costs related to upgrading the skills of incumbent workers.

Middlesex Community College

Middlesex Community College (MxCC) continues to spearhead a number of working collaborations with the wider Middletown/ Meriden community. The Adult Re-Entry Program is a partnership between the Middletown Chamber of Commerce, MxCC and other community providers. This academic program offers educational opportunities to young people at risk educationally and economically. MxCC provides the personnel and college facilities for technical components of the program, specifically computer literacy. The Out-of-School Youth program is a partnership between MxCC and New Opportunities for Greater Meriden. This is a free program designed for disadvantaged young people ages 19-21. Two certifications are available: Retail/Customer Service Training Certificate and Manufacturing Certificate. Both certificates prepare the student for entry-level career positions in either customer contact employment or machine shop employment. This program is funded in part through Workforce Partners, Inc., and SNET/SBC. The Brownsfield Environmental Training Program is a partnership between MxCC and the City of Middletown, Town of Haddam, Middlesex Chamber of Commerce, and local environmental contractors. It provides free-of-charge a 32-week Environmental Remediation Services Certification to qualified area residents. The program serves up to forty men and women in need of work, and includes training in hazardous materials and OSHA requirements. It is funded through a $200,000 grant from the Environmental Protection Agency.

COLLABORATIVE ACTIVITIES WITHIN THE COMMUNITY

Naugatuck Valley Community College

Naugatuck Valley Community College maintains hundreds of community-based relationships throughout its service region. Examples include: NVCC developed fuel cell training in conjunction with FuelCell Energy, Inc of Danbury, a 3 - semester program that results in employment opportunities. The Advanced Manufacturing Technology Program is a collaborative between NVCC and Kaynor Regional Voc-Tech High School, Smaller Manufacturers Assoc., DECD, Waterbury Chamber, CBIA, and Waterbury Foundation. Nursing Orientation Project with WCSU serves as a bridge for NVCC nursing graduates interested in pursuing a bachelor's degree. Ballet Ole - Dance was a grant-based project between NVCC, Nutmeg Ballet, Connecticut Commission on the Arts, and the Waterbury Foundation to meet Hispanic cultural interests. NVCC and Education Connection support an IT Academy for high school students interested in advancing technical computing and network skills. Connecticut Technology Education Association runs its annual conference for middle and high school students at NVCC and feeds students into NVCC Engineering Technology programs. New Zenith Theatre for Young Audiences received a grant from the Waterbury Foundation for a three-year collaboration with the Central Avenue School in Naugatuck to bring drama skills to 4th and 5th graders. Easter Seal Employment Industries has put more than 50 men and women through the non-credit CNA training program at NVCC. The college co-sponsors use of its electronic classroom for specialized instruction by NOW, Inc. The college ran two community conferences on Homeland Security and Forensic Sciences.

Northwestern Connecticut Community College

The Academic Skills Center provides community outreach through the Project Crossroads and Technology Express programs. Project Crossroads provides free English as a Second Language classes and GED classes and Adult Basic Education classes. The program is presently funded by WIA II grants: PIP, Technology Implementation and Non-Traditional. Project Crossroads served 160 students last year (7/01/01-6/30/2002). A total of 64.38% or 103 students completed a level. Students spent 17,167 hours in attendance. A total of 25 students earned their GEDs. The program is presently in session for 2002-2003 and has enrolled 80 students. Technology Express is a community outreach program that is funded by the SBC/ American Association for Community Colleges Excelerator Grant. It serves displaced homemakers and dislocated workers and trains them in computer and employment skills. 12 students were enrolled in the 200-hour module this fall and most are presently in internships and working towards MOUS certification. An additional12 students are expected for the spring class. The Department of Continuing and Extended Studies sponsors the Northwestern Literary Club that meets monthly featuring authors, publishers, poets, artists, etc. These meetings are free and open to the public. In addition, the department's Kids College summer programming is also a community outreach program bringing kids and their families on campus for a creative "college" experience.

COLLABORATIVE ACTIVITIES WITHIN THE COMMUNITY

Norwalk Community College

NCC has received Access to Opportunity funding and developed a program to identify and assist 17-21 year old students in overcoming social, economic and educational barriers that might prevent access to or success in college.

Since the fall of 1999, NCC has partnered with Cisco Systems as a Cisco Regional Academy. Our local academies include Fairfield University and seven area high schools. The Cisco Networking Academy Program (CNAP) prepares students to take and pass two of the industry's most significant entry-level certifications; Cisco Certified Network Associate (CCNA) and the CompTIA Network+.

In the Non-Credit area, a large number of courses and programs are offered. The Business and Industry Services Network and the Workforce Education Institute provide employers with contract training services to advance worker skills on the job. More than 1,000 employees receive training annually through this service. We have also: launched new classes in on-demand training service tailored for small businesses, initiated a grant-funded training service capability for local government and established a new Public Service Academy for training uniformed services in our region. Professional development courses include technology training for teachers and certification courses for healthcare workers. Other major program areas include real estate training, ESL, College for Kids and Lifetime Learners. The college has program advisory committees comprised of people from local businesses and agencies, who help NCC to keep up with current programs and develop new curricula to meet area needs.

Quinebaug Valley Community College

The QVCC Kids Academy offers K-12 children science, math, arts and computer science programs that complement and expand upon school district curricula. By exposing kids to subjects that are not typically available in their school (robotics, sign language, critical thinking, astronomy, oceanography, archaeology, etc.), the Kids Academy hopes to "turn kids on" to learning, expose them to different cultures, and have them elevate their educational aspirations. Recently, the Killingly School district was awarded a 21st Century Grant to partner with Kids Academy and other entities to provide kids from low income families with educational programs and supportive services. Kids Academy serves over 400 participants annually. Learning in Retirement (LiR) at QVCC provides people over age 55 with social and educational programs. Serving a membership of close to 500 people, the LiR curriculum committee schedules courses, bus trips, a film series and social events. QVCC hosts career days with the plastics industry, chambers of commerce events, health forums with the local hospitals for kids and adults, as well as regional and local public hearings. Using our satellite technology, the College provides health care providers in the region with access to Center for Disease Control broadcasts to inform and train staff. The Small Business Development Center provides entrepreneurs and established businesses with free counseling, loan-packaging assistance, and training programs. Last year six new businesses were established and 5 million dollars in loans packaged.

COLLABORATIVE ACTIVITIES WITHIN THE COMMUNITY

Three Rivers Community College

TRCC collaborative activities in Southeastern Connecticut are numerous. TRCC is represented on numerous community boards and councils including SECTOR, Eastern CT Chamber of Commerce, Southeastern CT Workforce Investment Board, Southeastern CT Leadership Program, Eastern CT Health Education Council taskforces as well as the Permanent Commission on the Status of Women and the CT Commission on Aging. TRCC sponsors a number of forums and conferences targeting specific community needs such as: The Peaceable Conference for daycare operators, numerous forums in conjunction with the IRS, Eastern Area Health Education Council, CT Primary Care Center, and the CT Department of Labor. TRCC also sponsors a vibrant all-volunteer program for senior citizens entitled, "Adventures in Life Long Learning" touting a membership of approximately 200 with over 50 instructional courses held each semester. TRCC also administers contract-credit courses at three correctional facilities in the area serving over 300 students annually. As a result of these collaborations our incarcerated students, in conjunction with renowned author Wally Lamb, designed a book cover for an upcoming book. Wally Lamb, along with the students and art instructor will be featured in one of the Booker T. DeVaughn Lecture Series lectures in 2003, providing the community with a special book signing opportunity. TRCC also provides community services that include: summer daycare camps for children, senior week, and a summer enrichment series, along with numerous boating safety, certified nurse aide, and patient care technician courses.

Tunxis Community College

Tunxis Community College enrolled a record-breaking number of credit students in Fall 2002, topping 4,000 students for the first time in its history. In addition, Tunxis enrolls approximately 4,000 per year in continuing education classes. Innovatively seizing on opportunities, Tunxis has developed such unique and community-responsive programs as Integrator Technician, Criminal Justice Supervisory Leadership Program, and Lean Manufacturing Training, and shares many of its successes with other colleges through assisting with implementation. Tunxis has also assumed a leadership position in the state for all colleges and universities, public and private, two-year, four-year, and graduate in terms of distance learning enrollments. A full 70% of the Tunxis faculty has participated in professional development workshops on pedagogy and the course management platform.

In 2001, Tunxis expanded its reach to its service area by establishing the Bristol Career Center of Tunxis Community College, a satellite facility in Bristol that responds to the needs of area employers, through training participants for current career and advancement opportunities in the region.

In addition, the Dental Hygiene program at Tunxis uses a community-based teaching program that enables students to work and study in dental clinics around the state. These clinics are the first line of oral healthcare for thousands of uninsured patients. Our students can be found in the Hartford Public Schools, at the clinic at the United States Coast Guard Academy, and in local clinics in New Britain and Middletown.

REAL COST PER STUDENT

Common Core Performance Indicator

The ratio of total operating expenditures, including fringe benefits, to full-time equivalent (FTE) students compared to peer institutions.

How does current real cost of educating a student in Connecticut's community colleges compare to peer institutions?

Data Analysis

From FY1998 through FY2001, FTE enrollments have increased 13.8% at Connecticut community colleges, and total operating expenditures per FTE have increased by 14.3% based on this measure. At peer institutions, FTE enrollment has remained flat while operating expenditures per FTE have gone up 24.3%.

Community Colleges	FY 1998	FY 1999	FY 2000	FY 2001	% Change FY98-FY01
Average Operating Expenditures	16,573,182	18,155,708	20,412,092	21,559,356	
Average FTE	1,656	1,702	1,759	1,886	13.8%
Cost Per FTE - CT CCs	**10,005**	**10,669**	**11,607**	**11,434**	**14.3%**
Peers	**FY 1998**	**FY 1999**	**FY 2000**	**FY 2001**	**% Change FY98-FY01**
Average Operating Expenditures	17,654,929	19,060,592	20,554,167	21,962,571	
Average FTE	2,231	2,174	2,203	2,233	0.1%
Cost Per FTE - Peers	**7,913**	**8,766**	**9,329**	**9,833**	**24.3%**

While Connecticut's *rate* of expenditure growth is significantly lower, its higher *dollar* cost per FTE may reflect the fact that Connecticut's cost of living is also higher. In FY2001, the cost per FTE was about 16.3% higher than peer institutions. At the same time, however, median household income (MHI) was about 18% higher in Connecticut. These higher incomes are one indicator of the higher wages and prices paid by Connecticut's community colleges as compared to peer institutions in other states.

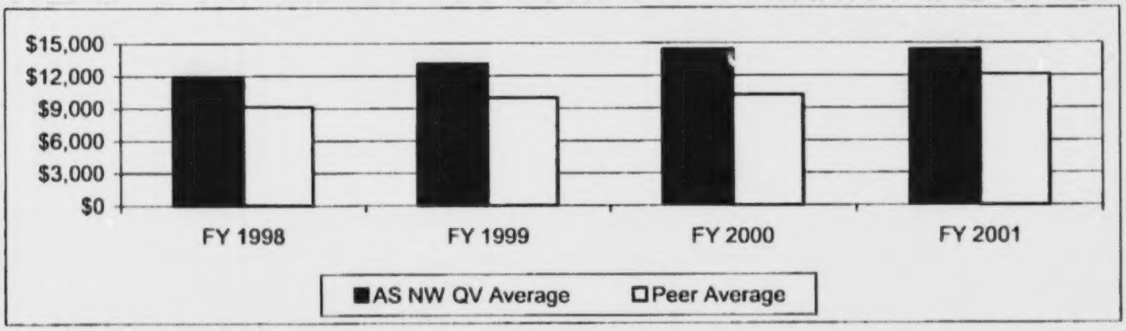
This measure may also be suggesting that Connecticut's community colleges serve a broader mission than their peers. While resources are actually expended on more than just credit FTE instruction, this measure assumes that *all* E&G expenditures relate only to the cost of credit FTE instruction. Other DHE measures which adjust for expenditures related to non-credit, grant and student financial aid programs, suggest that the real cost for credit instruction in FY2001 was about $10,107 per FTE rather than $11,434. Some $27 million of student financial aid grants provided to students in FY2001 is included in the higher cost figure. When further adjusted for the percentage difference in MHI between Connecticut and its peers, the effective cost per FTE is even lower in Connecticut. Because this type of detailed data is not readily available for peer institutions, it is not possible to know with certainty whether either the adjusted or unadjusted measures have any validity when comparing Connecticut to its peers, suggesting that this may not be the best measure of efficiency.

Source: IPEDS Data and Banner Data Extracts — AS NW QV: 6 of 7 peers reporting for FY1998 to FY2000, 5 of 7 peers reporting for FY2001, CA GW HO: 5 of 6 peers reporting for FY2001

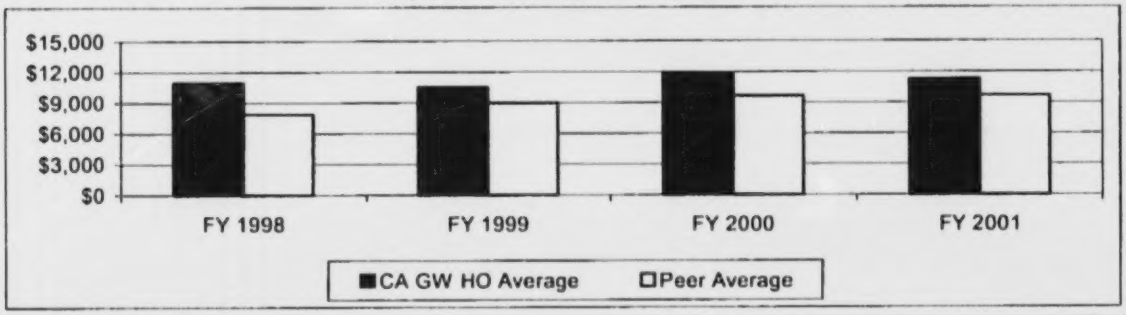
REAL COST PER STUDENT

Annual Operating Expenditures Per FTE

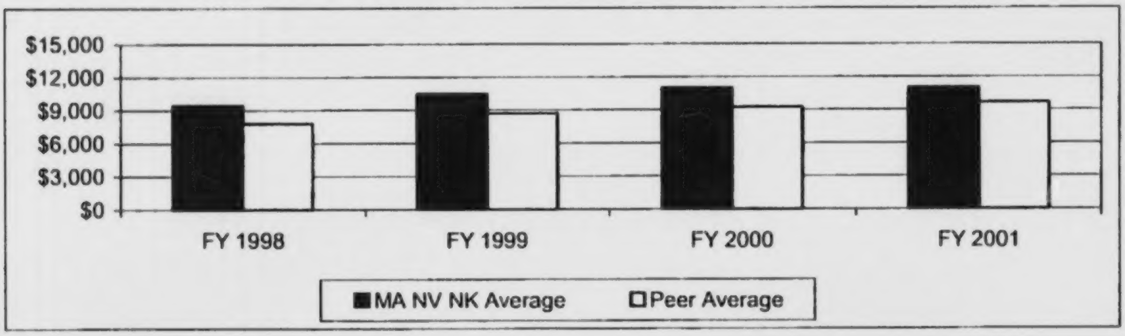
Asnuntuck, Northwestern, Quinebaug



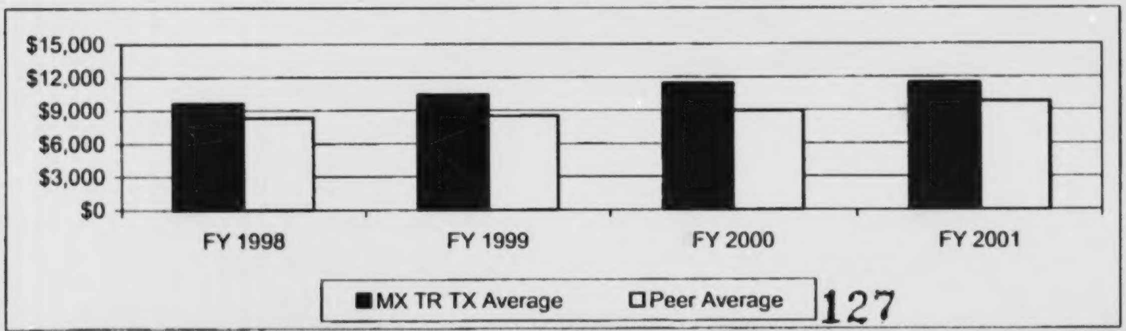
Capital, Gateway, Housatonic



Manchester, Naugatuck, Norwalk



Middlesex, Three Rivers, Tunxis



RETENTION RATES

Common Core Performance Indicator

The number and percentage of first-year, full-time degree seeking students who enroll in a given fall semester and return the following fall.

Performance Improvement Goal

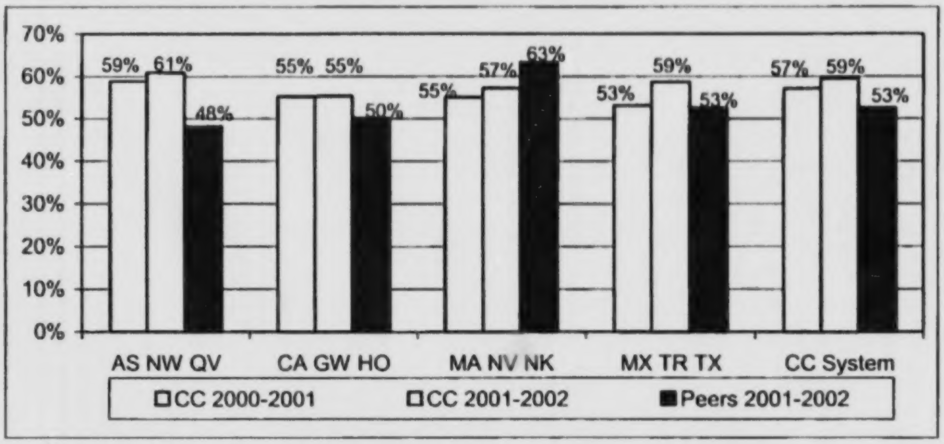
For the System, the performance improvement goal is to achieve a 1% annual increase in retention rates.

Data Analysis

This data represent the cohort of first-time, full-time degree seeking students who entered a Connecticut community college in the Fall of 2000 and the Fall of 2001 and returned the following fall semester.* There is a problem inherent with the methodology used to collect this data. "Degree Seeking" students are identified as students with declared majors. Our students may have a declared major, but still have no intention of ever completing a program. In fact, for the Fall of 2002, 46% of all new and transfer students enrolled in our colleges had a primary goal that did not include earning an Associate Degree or Certificate.

Many of our students enroll as college graduates seeking skill training or upgrades. Others may enroll with career or transfer aspirations and yet we ask students to declare majors. This helps us to ensure that we are providing targeted support services necessary to help facilitate the intended future of our students. At the same time, this practice negatively impacts the calculation of retention rates.

As for the 54% of our students who enroll with degree or certificate attainment as a goal, we are committed to their being able to do so, but we also recognize that it often times takes many of them a long time to complete their program of study. Many students are working adults with low income, supporting families, and stop in and out of college numerous times along the way. In fact, for the fall of 2002, the annual income of 71% of our employed, new and transfer students was $25,000 a year or less. For these students we are not as concerned with the percentage of those who begin their community college education in a given fall semester and return the following fall as we are that these students eventually do graduate. In fact, the community colleges graduate approximately 4,000 students each year. Our policies and practices are designed, implemented and continuously reviewed to provide the maximum level of support possible to facilitate completion in as timely a manner as possible.



Source: IPEDS Data: AS NW QV: 3 of 7 peers reporting, CA GW HO: 5 of 6 peers reporting, MA NV NK: 2 of 6 peers reporting, and MX TR TX: 5 of 6 peers reporting

**It is unclear if the differences between CTC and Peer Colleges are real, distorted because of the availability of peer data, or artifacts of our transition to the Banner Student Information System. 1998 was our first year using this system.*

GRADUATION RATES

Common Core Performance Indicator

The number and percentage of first-year, full-time degree seeking students in a cohort who graduate within three years.

Performance Improvement Goal

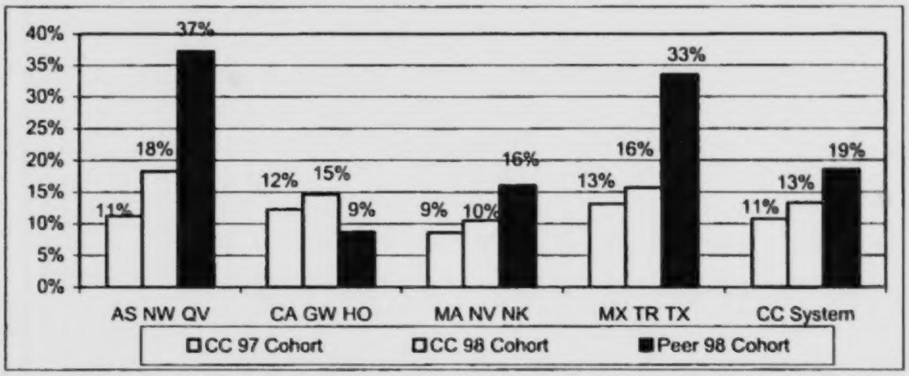
For the System, the performance improvement goal is to achieve a 1% annual increase in graduation rates.

Data Analysis

This data represent the cohort of first-time, full-time degree seeking students who entered a Connecticut community college in the Fall of 1997 and the Fall of 1998 and who graduated three years later.* There is a problem inherent with the methodology used to collect this data. "Degree Seeking" students are identified as students with declared majors. Our students may have a declared major, but still have no intention of ever completing a program. In fact, for the Fall of 2002, 46% of all new and transfer students enrolled in our colleges had a primary goal that did not include earning an Associate Degree or Certificate.

Many of our students enroll as college graduates seeking skill training or upgrades. Others may enroll with career or transfer aspirations and yet we ask students to declare majors. This helps us to ensure that we are providing targeted support services necessary to help facilitate the intended future of our students. At the same time, this practice negatively impacts the calculation of graduation rates.

As for the 54% of our students who enroll with degree or certificate attainment as a goal, we are committed to their being able to do so, but we also recognize that it often times takes many of them a long time to complete their program of study. Many students are working adults with low income, supporting families, and stop in and out of college numerous times along the way. In fact, for the fall of 2002, the annual income of 71% of our employed, new and transfer students was $25,000 a year or less. For these students we are not as concerned with the percentage of those who graduate in three years as we are that these students eventually do graduate. In fact, the community colleges graduate approximately 4,000 students each year. Our policies and practices are designed, implemented and continuously reviewed to provide the maximum level of support possible to facilitate completion in as timely a manner as possible.



Source: IPEDS Data: AS NW QV: 3 of 7 peers reporting, CA GW HO: 5 of 6 peers reporting, MA NV NK: 2 of 6 peers reporting, and MX TR TX: 5 of 6 peers reporting

**It is unclear if the differences between CTC and Peer Colleges are real, distorted because of the availability of peer data, or artifacts of our transition to the Banner Student Information System. 1998 was our first year using this system.*

ENROLLMENT BY CREDIT PROGRAM

Performance Indicator

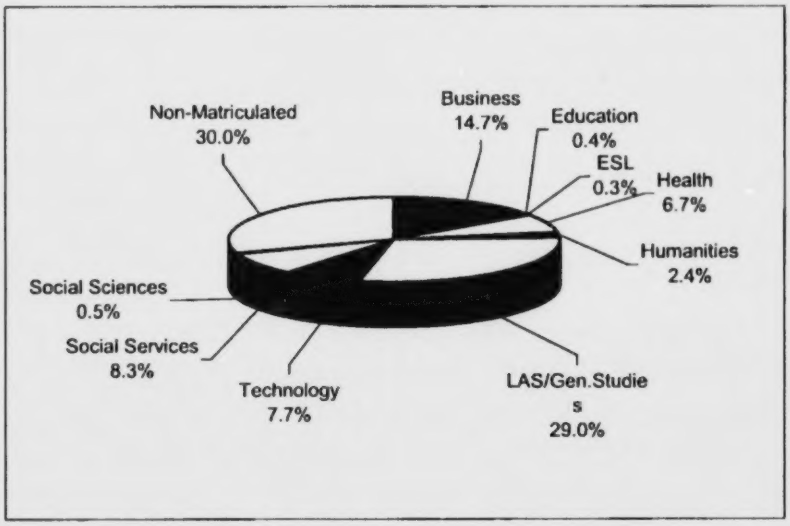
The number and percentage of students enrolled in credit programs.

Performance Improvement Goal
For the system, given current budget constraints, the performance goal is to maintain current levels of enrollment.

Data Analysis

In the Fall of 2001, as a system, 40.7% of all community college students were enrolled in occupational programs. Liberal Arts and Sciences and General Studies programs accounted for an additional 29% of all community college students, and the remaining 30.3% of the students were not enrolled in a specific degree or certificate program.

In the Fall of 2001 42,642 credit students enrolled in Connecticut community colleges. This represents an increase of 6.4% since the Fall of 1999. Given current budget constraints, the performance goal is to maintain current levels of enrollment and the critical services needed to support these students as they aspire to goal attainment.



Community College System

Program Area	Fall 1999		Fall 2000		Fall 2001	
	Students	%	Students	%	Students	%
Business	6,377	15.9%	6,178	15.1%	6,266	14.7%
Education	232	0.6%	196	0.5%	162	0.4%
ESL	167	0.4%	117	0.3%	123	0.3%
Health/Life Sciences	3,057	7.6%	2,924	7.2%	2,874	6.7%
Humanities/Arts/Communications	864	2.2%	962	2.4%	1,015	2.4%
Liberal Arts & General Studies	11,087	27.7%	11,235	27.5%	12,354	29.0%
Science/Engineering/Technology	3,288	8.2%	3,210	7.9%	3,287	7.7%
Social & Public Services	3,284	8.2%	3,292	8.1%	3,539	8.3%
Social Sciences	294	0.7%	228	0.6%	230	0.5%
Non-Matriculated	11,415	28.5%	12,483	30.6%	12,792	30.0%
Total	40,065	100.0%	40,825	100.0%	42,642	100.0%

Source: Banner Data Extracts

ENROLLMENT BY CREDIT PROGRAM

Asnuntuck, Northwestern, Quinebaug

	Fall 1999		Fall 2000		Fall 2001	
Program Area	Students	%	Students	%	Students	%
Business	686	14.6%	647	13.5%	698	14.4%
Education	0	0.0%	1	0.0%	0	0.0%
ESL	0	0.0%	0	0.0%	0	0.0%
Health/Life Sciences	515	11.0%	499	10.4%	519	10.7%
Humanities/Arts/Communications	173	3.7%	179	3.7%	189	3.9%
Liberal Arts & General Studies	1,068	22.7%	1,120	23.4%	1,211	25.1%
Science/Engineering/Technology	208	4.4%	245	5.1%	249	5.2%
Social & Public Services	200	4.3%	236	4.9%	210	4.3%
Social Sciences	9	0.2%	5	0.1%	4	0.1%
Non-Matriculated	1,839	39.1%	1,861	38.8%	1,753	36.3%
Total	4,698	100.0%	4,793	100.0%	4,833	100.0%

Capital, Gateway, Housatonic

	Fall 1999		Fall 2000		Fall 2001	
Program Area	Students	%	Students	%	Students	%
Business	1,811	16.9%	1,806	16.3%	1,954	16.1%
Education	19	0.2%	19	0.2%	18	0.1%
ESL	0	0.0%	0	0.0%	11	0.1%
Health/Life Sciences	1,123	10.5%	1,013	9.1%	980	8.1%
Humanities/Arts/Communications	126	1.2%	121	1.1%	152	1.3%
Liberal Arts & General Studies	3,209	29.9%	3,430	30.9%	3,956	32.7%
Science/Engineering/Technology	685	6.4%	629	5.7%	655	5.4%
Social & Public Services	1,035	9.6%	1,038	9.3%	1,200	9.9%
Social Sciences	1	0.0%	0	0.0%	0	0.0%
Non-Matriculated	2,737	25.5%	3,053	27.5%	3,174	26.2%
Total	10,746	100.0%	11,109	100.0%	12,100	100.0%

Manchester, Naugatuck, Norwalk

	Fall 1999		Fall 2000		Fall 2001	
Program Area	Students	%	Students	%	Students	%
Business	2,257	14.8%	2,175	13.9%	2,094	12.9%
Education	213	1.4%	176	1.1%	144	0.9%
ESL	61	0.4%	47	0.3%	55	0.3%
Health/Life Sciences	855	5.6%	870	5.6%	860	5.3%
Humanities/Arts/Communications	351	2.3%	421	2.7%	425	2.6%
Liberal Arts & General Studies	4,260	27.9%	4,084	26.1%	4,424	27.3%
Science/Engineering/Technology	1,592	10.4%	1,603	10.3%	1,658	10.2%
Social & Public Services	1,418	9.3%	1,402	9.0%	1,411	8.7%
Social Sciences	284	1.9%	223	1.4%	226	1.4%
Non-Matriculated	3,985	26.1%	4,627	29.6%	4,900	30.3%
Total	15,276	100.0%	15,628	100.0%	16,197	100.0%

Middlesex, Three Rivers, Tunxis

	Fall 1999		Fall 2000		Fall 2001	
Program Area	Students	%	Students	%	Students	%
Business	1,623	17.4%	1,550	16.7%	1,520	16.0%
Education	0	0.0%	0	0.0%	0	0.0%
ESL	106	1.1%	70	0.8%	57	0.6%
Health/Life Sciences	564	6.0%	542	5.8%	515	5.4%
Humanities/Arts/Communications	214	2.3%	241	2.6%	249	2.6%
Liberal Arts & General Studies	2,550	27.3%	2,601	28.0%	2,763	29.0%
Science/Engineering/Technology	803	8.6%	733	7.9%	725	7.6%
Social & Public Services	631	6.8%	616	6.6%	718	7.5%
Social Sciences	0	0.0%	0	0.0%	0	0.0%
Non-Matriculated	2,854	30.5%	2,942	31.7%	2,965	31.2%
Total	9,345	100.0%	9,295	100.0%	9,512	100.0%

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

2003 REPORT

Board for State Academic Awards

Board for State Academic Awards

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Joseph Halloran

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Joan Lamm-Tennant

Vincent Socci

John Titley, Esq.

Merle Harris, Executive Director
Board for State Academic Awards

Board For State Academic Awards

Overview

The Board for State Academic Awards governs Charter Oak State College and the Connecticut Distance Learning Consortium. Charter Oak State College was established by the Connecticut General Assembly in 1973 as Connecticut's nontraditional college designed to provide adults with alternative means of earning associate and baccalaureate degrees that are of equivalent quality and rigor to those earned at other institutions of higher education. The Connecticut Distance Learning Consortium was established in 1996 as a unique association of public and independent collegiate institutions whose purpose is to create an interactive distance learning community which will meet the needs of higher education students in the twenty-first century.

Charter Oak State College

Students at Charter Oak State College earn the credits they need to complete their degrees in many ways, including campus-based and distance learning courses from any regionally accredited college or university, testing such as CLEP and DANTES, non-collegiate courses and military training which have been evaluated and recommended for credit by the American Council on Education, contract learning and portfolio assessment. Charter Oak State College also offers a growing number of video-based and online distance learning courses.

Currently, Charter Oak State College has approximately 1,600 students enrolled and has experienced enrollment growth averaging 5.3 percent per year over the past five years. The average age of a Charter Oak State College student is 41, and students come to Charter Oak with a significant number of credits already earned (the average is about 90 credits for bachelor's degree candidates).

Total expenditures for FY2002 were $3.45 million. Of this amount, $1.87 million, including capital equipment and fringe benefits, came from the General Fund and $1.58 million came from other revenue.

Charter Oak's strategic priorities this past year have included:

- Development of a new five-year Strategic Plan including strategic initiatives to increase the College's visibility.
- Addressing workforce shortage issues to meet state needs and to improve the future of many who are underemployed.
- Recruiting and serving a growing enrollment.
- Expanding its distance learning course offerings so that General Education and some Concentration requirements can be met totally online.
- Development of corporate partnerships.

- Continued enhancement of its information technology and website to provide better student support including e-commerce and interactive sessions with students.
- Attaining the $500,000 goal in private contributions from the College's first Endowment Campaign.

The measures for Charter Oak State College will be reported first.

Connecticut Distance Learning Consortium

As of 2002, the Connecticut Distance Learning Consortium has 37 higher education members including The University of Connecticut, the Connecticut State Universities, Charter Oak State College, the Connecticut Community Colleges and nineteen of the baccalaureate granting private institutions of higher education in Connecticut.

The mission of the Connecticut Distance Learning Consortium (CTDLC) is to:

(1) Provide a single point of presence for Distance Learning offered by Connecticut public and independent education institutions;
(2) Provide a high quality infrastructure by maintaining a state of the art web-based delivery system that is available to all members;
(3) Coordinate the delivery of asynchronous education and worker training;
(4) Market CTDLC member courses and programs in Connecticut, nationally, and internationally;
(5) Improve the quality of Connecticut's distance learning products and services through rigorous assessment efforts including the implementation of a state wide assessment program;
(6) Provide a forum for discussion of distance learning in Connecticut and demonstrate new techniques for asynchronous delivery; and
(7) Provide faculty development opportunities.

The CTDLC was recently reviewed by New England Association of Schools and Colleges, the regional accrediting agency for New England's colleges and universities, which pointed to the CTDLC Mission as one of its strengths. The goal of CTDLC's outcome measures is to test its success at meeting the seven components of its Mission Statement.

The measures for the Connecticut Distance Learning Consortium are reported after those of Charter Oak State College.

Methodology

Charter Oak State College

While the goal of the report is to include at least five years of trend data, the College was not able to provide it for all measures. Data for measures of graduate preparedness for employment; further study and licensure; graduate satisfaction with outcomes; and student satisfaction with programs, policies and services are derived from surveys of alumni.

Although the College has been obtaining the information for many years, the questions on surveys and the method of aggregating and assessing much of the data has changed over time so in some cases we are only able to provide reliable data for one year. The method of collecting and assessing minority enrollment data and persistence rates has also changed. Additional years of data will be added in future reports.

Connecticut State Distance Learning Consortium
The data for the Consortium comes from its data base and from student surveys done each semester by students taking online courses offered by the Consortium's members.

Peer Institutions

Charter Oak State College
There are only three peer institutions for Charter Oak State College: Thomas Edison State College in New Jersey, Excelsior College (formerly Regents College) in New York and Western Governors University. Excelsior College became an independent institution two years ago and is no longer state-supported. However, we will use Excelsior College data where appropriate. Western Governors University is a virtual University founded by the Governors of several western states including Washington, Wyoming and Utah. These institutions were not able to provide data on all measures because they do not collect information in the same way.

Connecticut Distance Learning Consortium
While there are other state wide distance learning consortiums, none is similar enough to the Connecticut Distance Learning Consortium to be considered a peer.

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

2003 REPORT

Charter Oak State College

LICENSURE AND CERTIFICATION EXAM PERFORMANCE

Common Core Performance Indicator

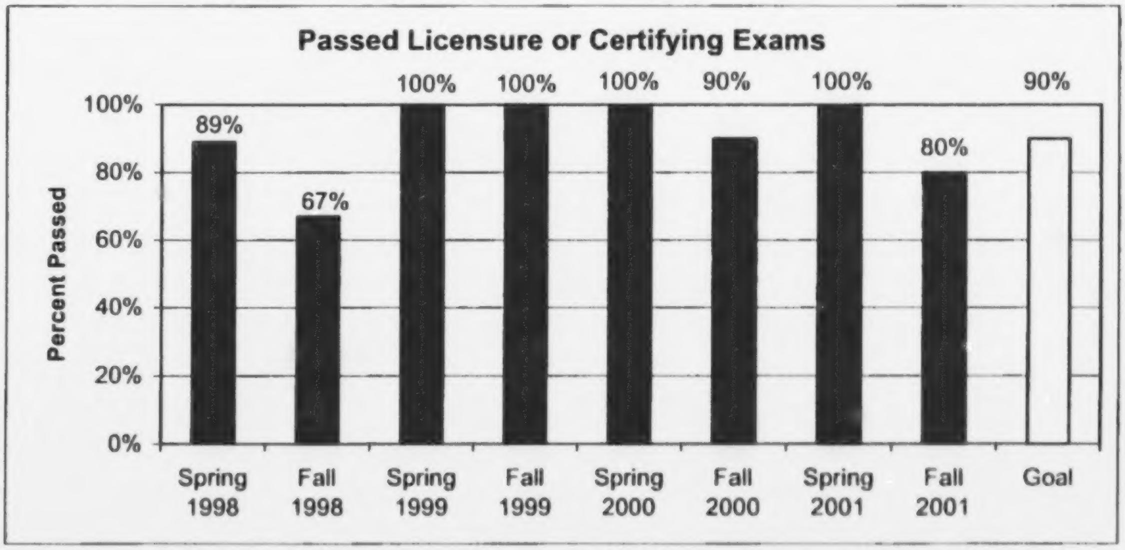
The percentage of successful completers on licensure and certification exams.

Performance Improvement Goal
Maintain rates of over 90% of COSC graduates passing licensure examinations.

Data Analysis

The average age of a COSC student is 41. Over 95% of the College's students are already employed when they enroll and typically have already attained any licensure or certification required to hold their current jobs. In addition, the COSC General Studies curriculum is not designed to prepare students for specific licensures/exams.

Consequently, only between 8% and 15% of graduates reported on the alumni survey that they took any licensure or certifying exams. Of the alumni who took such exams, since 1998, an average of over 90% passed.



Excelsior College only collects information on the NCLEX-RN examination for graduates of their Associate Degree in Nursing, and they report a pass rate for 85% of first time takers. Western Governor's University indicated that none of their degree programs lead to licensure. Thomas Edison State College did not supply data on this measure.

GRADUATE PREPAREDNESS FOR EMPLOYMENT

Performance Indicator

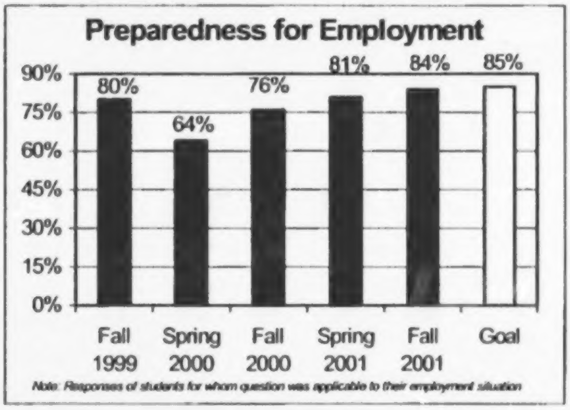
Graduate preparedness for employment. (Graduate self-reporting on knowledge and skills; graduate report on career advancement.)

Performance Improvement Goal

By 2006, 85% of COSC graduates will rate their preparedness for employment as "very well" or "well."

Data Analysis

COSC uses two measures to evaluate this indicator both of which are obtained on the alumni survey which graduates complete six to nine months after graduation.



Preparedness for Employment

Note: Responses of students for whom question was applicable to their employment situation

Each year recent alumni are asked, ***How well did the degree program you completed at Charter Oak State College prepare you for your present employment?*** Over the past three semesters the trend has been positive and is approaching our goal of 85%.

Thirty-three percent of recent graduates indicated on the alumni survey that they experienced **positive changes in employment** as a result of earning a degree from Charter Oak State College. Students attending Charter Oak State College are primarily working adults. Since the survey is completed approximately 9 months after graduation, many students recognize that a Charter Oak State College degree has given them the opportunity to acquire *"a position that was not available to me prior to receiving my degree."* (Fall 2001 graduate).

	Job Promotion	Salary Increase	Better Job In My Field	Better Job In New Field	Job after Unemployment
Fall 1999	19%	36%	36%	31%	20%
Spring 2000	22%	30%	33%	24%	6%
Fall 2000	19%	24%	11%	7%	0%
Spring 2001	19%	22%	N/A*	8%	0%
Fall 2001	23%	29%	18%	10%	0%

Totals may equal more than 100% because a graduate may get a promotion and an increase in salary
** Spring 2001 survey questions changed and this question was omitted.*

Eighty-seven percent of Thomas Edison graduates reported that their degree from the College enhanced their ability to obtain a better job; 73% reported that their degree enhanced their ability to receive a salary increase; and 63% reported that their degree enhanced their ability to receive a job promotion.

GRADUATE PREPAREDNESS FOR FURTHER STUDY

Performance Indicator

Graduate preparedness for continuing education or advanced degree program. (Continuing education advisor rating and graduate self-reporting on knowledge and skills.)

Performance Improvement Goal

By 2006, 90% of students surveyed will rate their preparedness for further study as "very well" or "well."

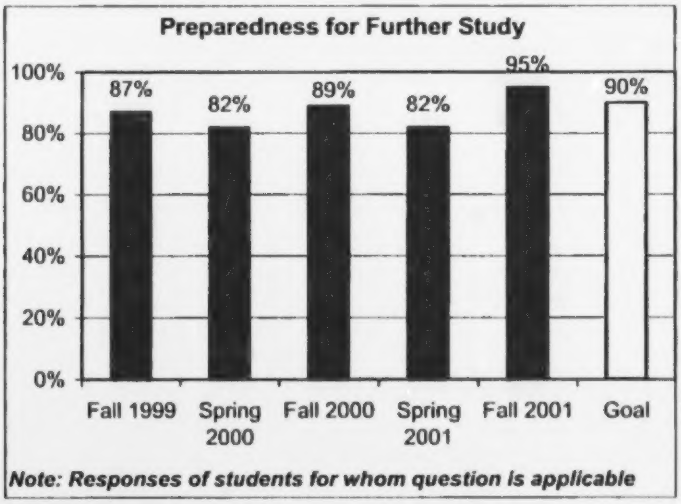
Data Analysis

COSC graduates were asked, ***If you have enrolled in another college, how well did the degree program you completed at Charter Oak prepare you for your present area of study?*** An average of eighty-seven percent responded "well" or "very well" over the five semesters reported.

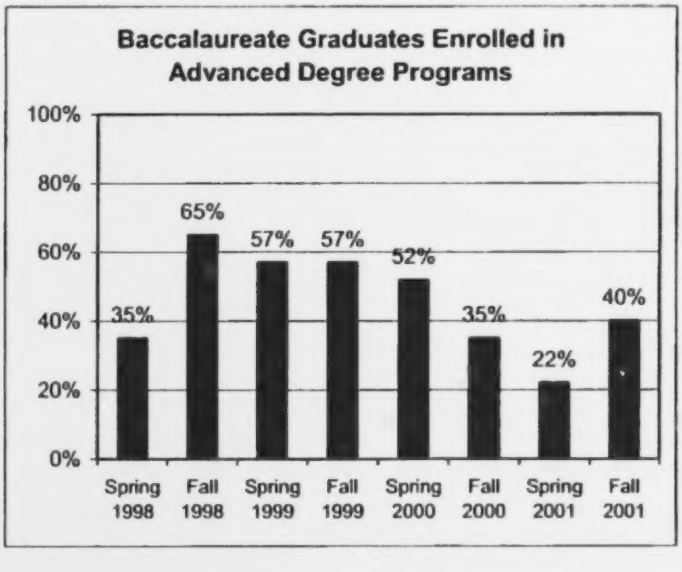
Thomas Edison State College reported that 83% of their graduates indicated that getting a degree from the College enhanced their preparedness for further study.

An average of 45% of the 1998-2001 COSC baccalaureate graduates surveyed have enrolled in a professional or master's degree program within nine months of their graduation.

None of our peers supplied information on graduates enrolled in advanced degree programs.



Note: Responses of students for whom question is applicable



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GRADUATE SATISFACTION WITH OUTCOMES

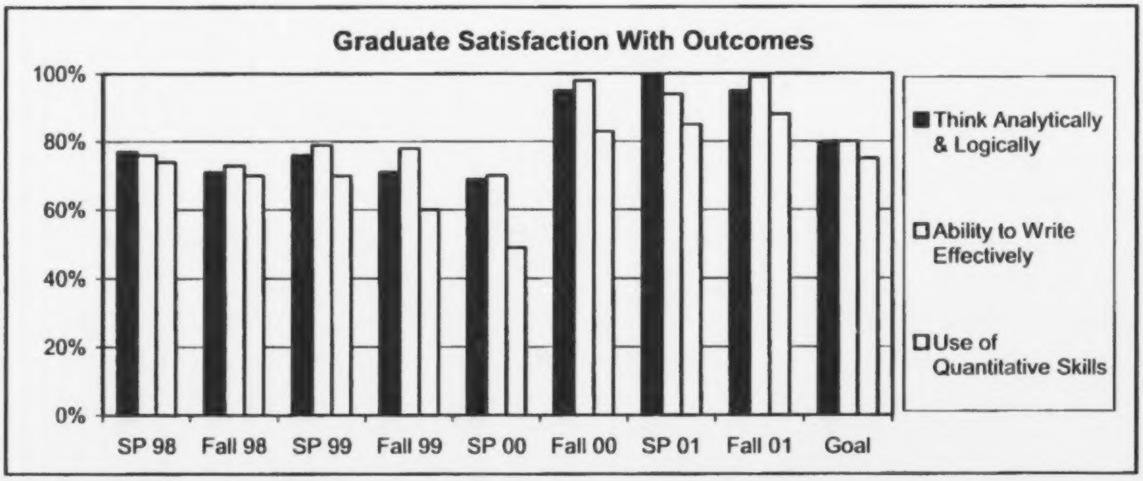
Performance Indicator

Percent of graduates who report their education greatly enhanced their ability to think analytically and logically; write effectively; and use quantitative skills.

Performance Improvement Goal
In 5 years, 80% will report their education enhanced their ability to think logically and write effectively; 75% will report enhanced quantitative skills.

Data Analysis

Before enrolling at Charter Oak, students have earned an average of 90 credits. Since they have earned the majority of credits prior to enrolling at Charter Oak, alumni do not always credit COSC when they are asked on a survey to mark the degree of impact their experience while enrolled at COSC had in the areas of writing effectively, understanding math and scientific principles, and thinking analytically and logically. Despite this fact, an average of 82% of students in the last 8 surveys reported their education enhanced their ability to think analytically and logically; 83% reported their education enhanced their ability to write effectively and 72% reported that their education enhanced their quantitative skills.



All three of COSC's peers ask similar questions in graduate surveys:

Excelsior College: 46% of graduates report being satisfactorily or better prepared with writing skills, 54% with problem solving skills; and 56% with critical thinking skills.

Thomas Edison State College: 74% of graduates report enhanced ability to think analytically; 77% to communicate effectively; 67% to use quantitative skills.

Western Governor's only received 8 responses to their survey with 100% of their graduates reporting satisfaction with their competencies.

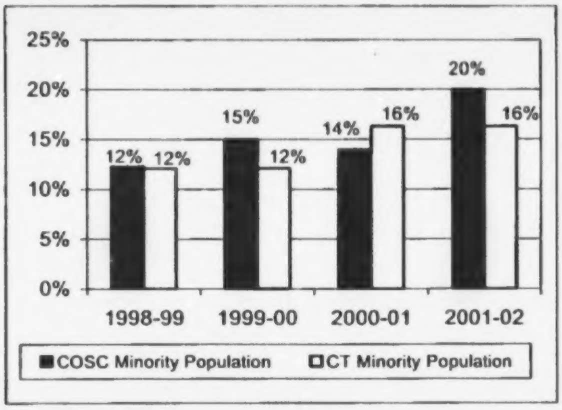
MINORITY ENROLLMENT

Common Core Performance Indicator

The proportion of students of color (African American, Hispanic, Asian, and Native American) enrolled in Charter Oak State College compared to the proportions in the state population, 25 years of age and older.

Performance Improvement Goal

Maintain parity with the State of Connecticut demographics.



Data Analysis

Charter Oak State College tracks its minority enrollment each year and compares it with U.S. Census Bureau data. Charter Oak uses U.S. Census Bureau data for Connecticut residents 25 years of age or older who have some college but no degree because Charter Oak only accepts students with 9 credits or more and the average age of our students is 41. Very few students enrolled at Charter Oak are under 25 years of age so this comparison is more suited to the Charter Oak population.

This fall, Charter Oak State College minority enrollment for African American, Hispanic, Asian and Native American populations in 2002 represents 20% of the total student body. This exceeds the Connecticut figures for the minority population twenty-five years or over with some college and no degree by 3.7 percentage points.

Minority enrollment for Charter Oak went from 12.3% in 1998-1999 to 20% in 2001-2002. This represents a total growth of 63% in minority enrollment. Minority enrollment at Charter Oak has been very close to state figures since 1998-1999. In addition, there has been a steady increase in minority enrollment at Charter Oak since the 1998-1999 academic year.

Minority Enrollment of COSC Students
Compared with Minorities in CT with Some College and No Degree

	White		Black		Hispanic		Asian		American Indian	
	COSC	State	COSC	State	COSC	State	COSC	State	COSC	State
1998-99	87%	88%	7%	7%	4%	4%	.9%	.9%	.4%	.2%
1999-00	78%	88%	8%	7%	4%	4%	2%	.9%	1%	.2%
2000-01	77%	82%	8%	9%	4%	6%	1%	1%	1%	.3%
2001-02	72%	82%	10%	9%	5%	6%	2%	1%	3%	.3%

Source: U.S. Census Bureau 1990 data used from 1998-99. U.S. Census Bureau 2000 data used for subsequent years.
Note: Percentages do not equal 100% because Unknowns and Non-Resident Aliens are omitted.

OPERATING EXPENDITURES FROM STATE SUPPORT

Common Core Performance Indicator

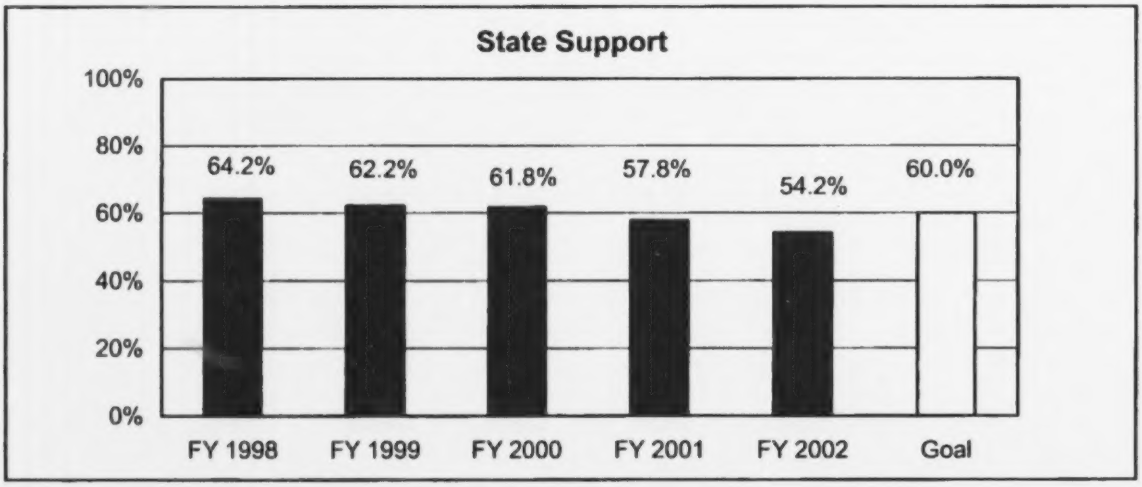
The total state appropriations including general fund fringe benefits, state support for student financial aid as a percent of total education and general expenditures excluding capital equipment purchased with bond funds.

Performance Improvement Goal

The percent of operating expenses from state support should not fall below 60%.

Data Analysis

The State of Connecticut's investment in higher education is vital to the financial viability of Charter Oak State College. From FY 1998 through FY 2002, state support of the College's operating budget varied from 54.2% to 64.2%. It should be noted that in four of the five years, more than 95% of state support covered personnel costs. Comparable data on state support from Charter Oak's peer group is not available at this time.



(millions)	FY 1998	FY 1999	FY 2000	FY 2001	FY 2002
State Support	$1.31	$1.48	$1.60	$1.71	$1.87
E&G Expenditures	$2.04	$2.38	$2.59	$2.96	$3.45
Percent	**64.2%**	**62.2%**	**61.8%**	**57.8%**	**54.2%**

Source: COSC Financial Reports

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DISTANCE EDUCATION OPPORTUNITIES

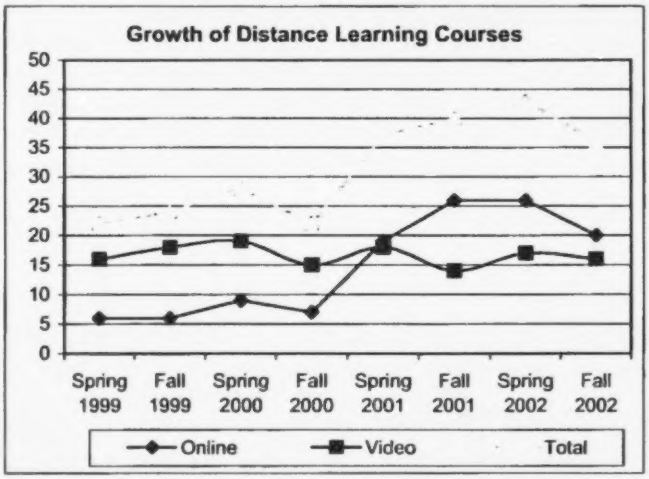
Performance Indicator

Distance education opportunities including video and online courses which improve access to higher education.

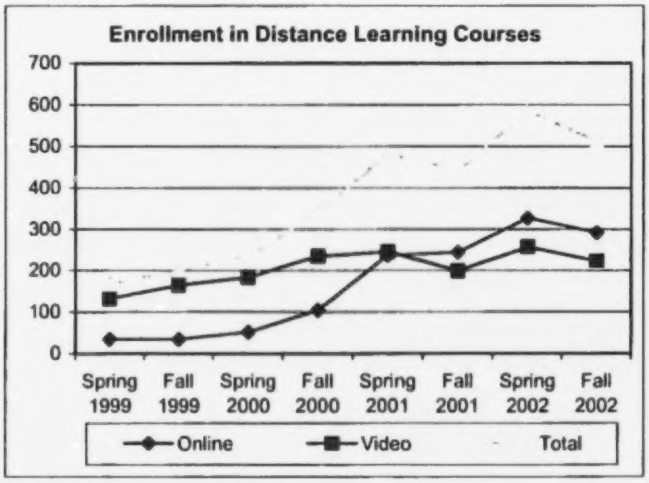
What is Charter Oak State College doing to extend access?

Data Analysis

The Distance Learning Program, which began as the Independent Guided Study program in 1992, has grown substantially since its beginnings when two video-based courses were offered. COSC began to offer online courses in the fall of 1999 and added accelerated eight-week courses in the spring of 2001.


Growth of Distance Learning Courses

The Distance Learning Program allows adult students to create a study schedule which fits into their busy work and family lives. For this reason COSC has expanded the number of courses offered, especially courses which help students meet their General Education Requirements. Because of the interactivity provided in online courses, COSC is increasing the number of online courses offered while decreasing the video options.


Enrollment in Distance Learning Courses

In Spring 1999, COSC offered 16 video courses and 6 online courses with an enrollment of 167 students. In the Fall of 2002, 665 students enrolled in 16 video courses and 32 online courses, a 218% increase in courses offered and a 398% increase in enrollment.

Unlike most other institutions, Charter Oak State College offers more courses and generally has higher enrollments in the spring term.

NON-CREDIT REGISTRATION

Common Core Performance Indicator

Annual course registrations of non-credit students by the following categories: personal development and workforce development.

Are the needs of life long learners being met?
Are the needs of CT employers being served?

Data Analysis

Charter Oak State College has recently developed a series of non-credit refresher modules for nurses offered in a distance learning format. The Nurse Refresher courses are designed by the Connecticut League of Nursing to prepare inactive licensed RN's and LPN's to return, after an absence of three years or more, to the practice of nursing in first-level medical-surgical staff positions. The courses consist of three modules, two of which are being offered entirely online. The third module consists of supervised clinical practicum within a cooperating hospital or long-term care facility. A similar series of courses is being designed for inactive pharmacists.

These courses have been highly successful. Of those who enrolled in the RN Refresher Course during the 2001-2002 academic year, 80% have completed all 3 modules or are still working toward completion.

In FY 2002 and FY 2003, all non-credit courses registrations are categorized as workforce development.

	Academic Year	Enrolled	In Progress	Completed
RN Refresher Course	2001-2002	49	15	24
	Fall 2002	15	14	0
LPN Refresher Course	Fall 2002	7	6	0

None of our peers offer non-degree, non-credit courses.

REAL COST PER STUDENT

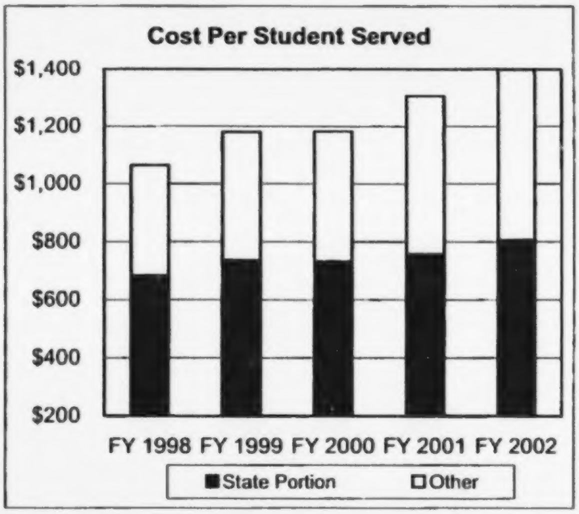
Common Core Performance Indicator

The ratio of total education and general expenditures including fringe benefits to student served (students on July 1 plus new enrollees during the fiscal year) and to enrolled student served (average number of enrolled students during fiscal year).

Are operations cost-effective with efficient use of resources?

Data Analysis

Over the five-year period from FY 1998 to FY 2002, the cost per student served at Charter Oak State College increased 40%, from $1,064 to $1,490, and the cost per enrolled student served increased 42%, from $1,595 to $2,266. It should be noted that, during this period, there were significant collective bargaining increases including a 3.3% increase in the work week, from 38.75 to 40 hours per week, and a 5% increase resulting from an objective job evaluation study. Comparable data on expenditures per student from Charter Oak's peer group are not available at this time.



	FY 1998	FY 1999	FY 2000	FY 2001	FY 2002
Students Served	1,914	2,019	2,187	2,263	2,316
Enrolled Students Served	1,277	1,402	1,505	1,544	1,523
Cost Per Student Served	**$1,064**	**$1,181**	**$1,183**	**$1,307**	**$1,490**
State Portion	$682	$735	$731	$757	$806
Other	$382	$446	$452	$549	$684
Cost Per Enrolled Student Served	**$1,595**	**$1,701**	**$1,719**	**$1,915**	**$2,266**
State Portion	$1,023	$1,059	$1,062	$1,110	$1,226
Other	$572	$642	$657	$805	$1,040

Source: COSC Enrollment and Financial Reports

RETENTION RATES

Common Core Performance Indicator

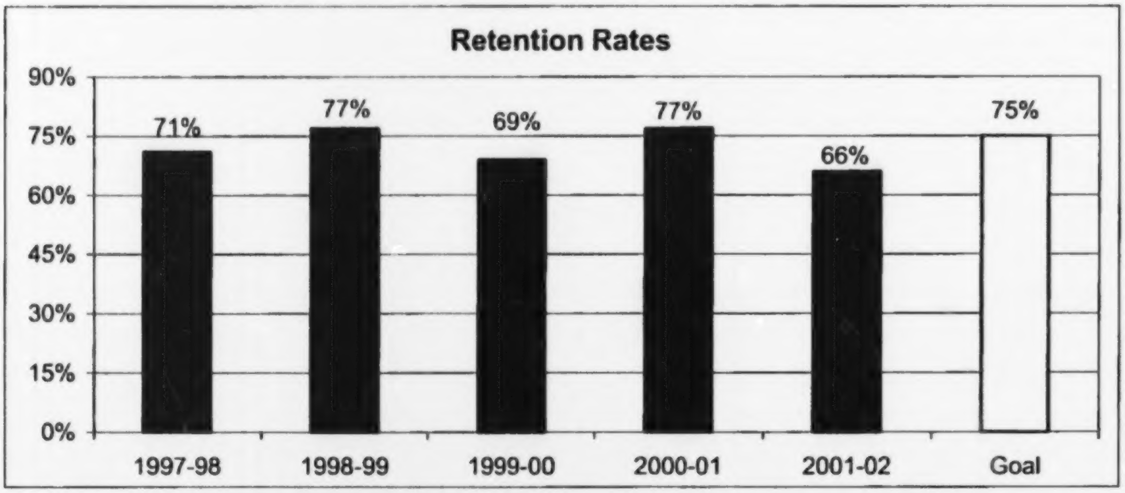
Percent of students who have continued their enrollment or who have graduated one year after initial enrollment.

Performance Improvement Goal
Maintain retention rates of 75% or more.

Data Analysis

Retention rates are calculated for one year after enrollment. The College began using this methodology in 1997; therefore only five years of data are available. That figure has ranged between 66% and 77% during the past five years. The college closely monitors annual increases and decreases in retention rates in order to understand the reasons behind them. The college is strongly committed to achieving and maintaining its goal of 75% for first year retention rates.

Western Governor's University indicated a retention rate of 71% for 2001-2002. Neither Excelsior College nor Thomas Edison State College, is currently reporting comparable data.



GRADUATION RATES

Common Core Performance Indicator

Percentage of students who have graduated within six years after initial enrollment with a bachelor's degree or within three years with an associate's degree.

Data Analysis

An average of 46% of those who graduated from Charter Oak State College in the past five years completed their BS/BA degrees within six years. In general, over 30% of students enrolling in Charter Oak State College, completed their BA/BS within one year of enrollment.

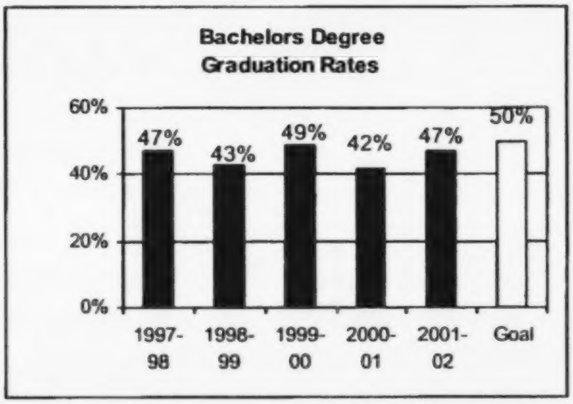
There are students who enrolled in 1995-1996 who are still pursuing their BA/BS. Of those students who enrolled in 1995-1996, 6% are still currently enrolled as students in 2001-2002.

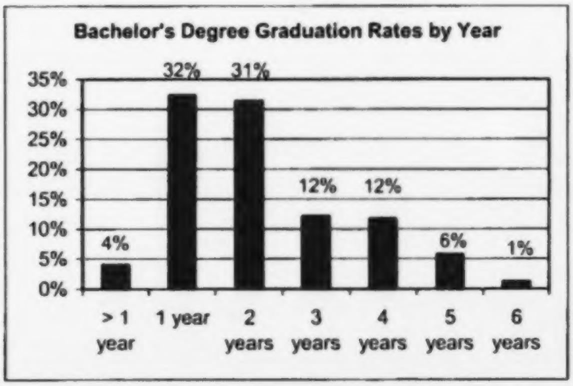
An average of 59% of those who graduated from Charter Oak State College in the past five years completed their AA/AS degree within 3 years. In general, over 40% of students enrolling in Charter Oak State College , completed their AA/AS degree within one year of enrollment.

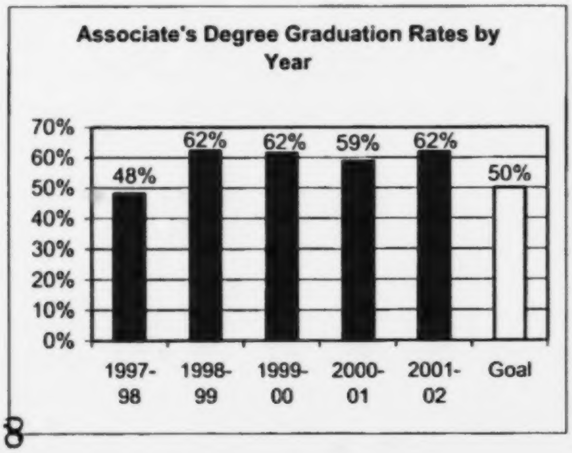
There are students who enrolled in 1998-1999 who are still pursing their AA/AS degree. Of those students who enrolled in 1998-1999, 9% are still currently enrolled as students in 2001-2002.

Western Governor's University reported that 2% of their students graduated after 2 years and 15% graduated after 3 years.

Performance Improvement Goal
By 2006, an average of 50% of degree seeking students will graduate with a BA/BS in 6 years or an AA/AS in 3 years.







STUDENT SATISFACTION WITH PROGRAMS, POLICIES AND SERVICES

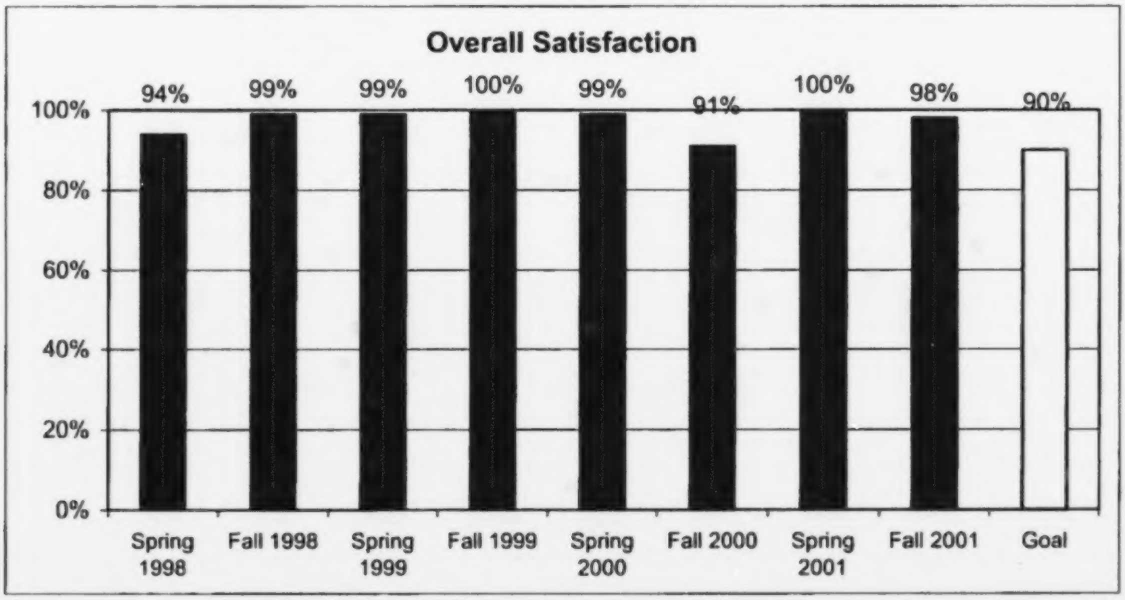
Performance Indicator

Level of student satisfaction with programs, policies and services as indicated by respondents to the alumni survey.

Performance Improvement Goal
Maintain ratings of over 90% satisfaction with programs, policies, and services.

Data Analysis

Over 97% of the COSC graduates who responded to the alumni surveys from 1998-2001 reported being "very satisfied" or "satisfied" when asked to ***Please mark your level of satisfaction regarding the Charter Oak Program, in general.*** We monitor these data regularly and pay particular attention to the sub-categories which contribute to overall satisfaction.



When asked ***how satisfied they were with their Excelsior College education***, 91% of the Excelsior alumni responding to the question reported that they were "satisfied" or "very satisfied." Thomas Edison State College asks its graduates the question, **Rate your overall experience with the College**. Ninety percent of the respondents rated their overall experience with the College as "Excellent" or "Good".

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

2003 REPORT

Connecticut Distance Learning Consortium

STUDENT SATISFACTION WITH ONLINE LEARNING

Performance Indicator

Student satisfaction with the quality of the courses and instruction offered by CTDLC members.

Performance Improvement Goal

By 2008, an average overall level of satisfaction of 90%.

Data Analysis

Each semester, CTDLC asks all students taking online courses from one of its members to complete an online student evaluation survey. Students are asked about their satisfaction with various aspects of their online learning as well as their overall satisfaction. Over the past 5 semesters, an average of 83% of the students who responded were "very satisfied" or "satisfied" with their overall online experience. The information from these surveys is used to improve the development and teaching of online courses in a variety of ways including faculty training. Special attention is paid to areas such as student-student and student-faculty interaction.

Over 90% of the students surveyed each semester report that they would take another online course and they would recommend online courses to others. While approximately 90% of students each semester report that they chose online courses because they offer flexibility of time and place. Seventy-seven percent of students surveyed in the Spring of 2002 state that they prefer the distance learning format, and increasing numbers of students are repeat online learners.

Student Satisfaction with Online Courses

	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002
The content of the curriculum	90%	90%	88%	81%	89%
Quality of Instruction	78%	88%	80%	81%	83%
Clarity of learning outcomes	80%	81%	79%	83%	85%
Ability to achieve outcomes	83%	83%	82%	83%	86%
Quality of student-faculty interaction	71%	83%	74%	75%	81%
Quality of student-student interaction	63%	71%	70%	70%	74%
Overall level of satisfaction	**79%**	**88%**	**82%**	**83%**	**85%**

Source: Online Student Evaluation Surveys

CTDLC SUPPORT FOR TECHNOLOGICALLY ENHANCED TEACHING IN K-12

Can we increase the numbers of K-12 teachers trained to provide web-based instruction?
Can we make easily available web-based teaching modules developed by K-12 teachers?

Performance Indicator

Growth of teachers trained in web-based instruction.

Growth of instructional modules which can be used throughout CT's K-12 systems.

Data Analysis

The Connecticut Distance Learning Consortium has been working in the K-12 Community to introduce teachers to the creation and use of web-based curriculum. This process involves workshops, web-delivered training materials, coaching, reviewing the materials that teachers create, and then posting the finished Learning Units into a public web space.

In FY 2000-01, its first year of this activity, CTDLC trained 200 teachers from 60 school districts. They produced over 150 learning units that were reviewed by the CTDLC staff and aligned with the State's curriculum standards. These Learning Units are available from the CTDLC web site, in a searchable database.

In FY 2001-02, the CTDLC modified its approach into the Teacher's Institute. This program involved training teams of ten teachers from a school district using a "peer reviewer" and a "trainer" from those districts, both of whom were trained previously by the CTDLC. Each of the teams used the CTDLC Online Course, which was followed up by a full day workshop. The participants created an online learning unit that was reviewed by their leaders and by the CTDLC. The learning units were then added to the CTDLC's searchable database. In addition, the CTDLC conducted workshops for 38 "Trainers," each of whom agreed to return to their districts and introduce 20 teachers to the pre-existing Learning Units that the graduates had produced.

During FY 2002-03, the CTDLC will continue to train K-12 teachers through the Teacher's Institute, as well as work with the state Vo-Tech system. Our newest venture is to build the Vo-Tech system an online portfolio system. It will be available through the Internet for teachers, administrators and students. This system will allow students to do most of their work electronically, and allow for the instructor to upload student work into a portfolio database. The portfolio will then provide samples of the students work, and be used to measure outcomes assessment. The learning units are accessible on the web at http://www.ctdlc.org/K12/search.cfm.

Budget constraints may limit CTDLC's work in this area in the future.

GROWTH OF ONLINE PROGRAMS AND COURSES

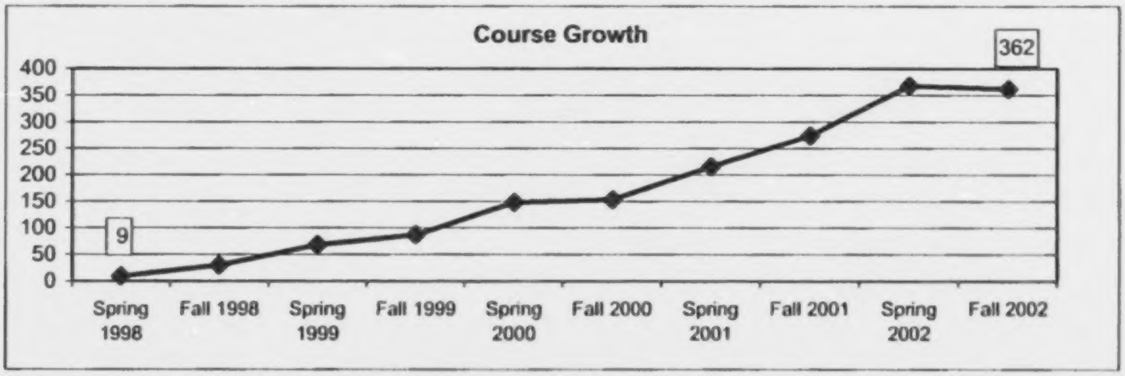
Performance Indicator

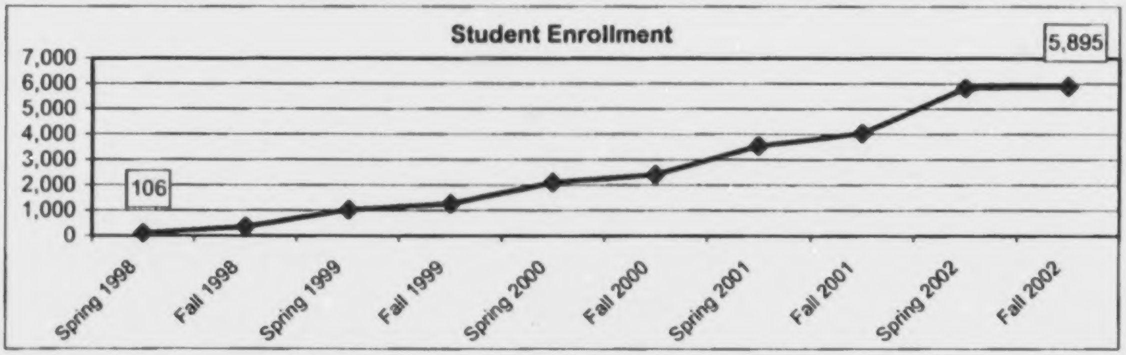
Number of online programs and courses offered by CTDLC's members.

Are the number of online programs and courses offered by CTDLC members increasing?

Data Analysis

In the spring of 1998, the first time online courses were offered through the CTDLC, 4 online courses ran, with an enrollment of 106 students. In the fall 2002 semester 362 courses were offered and enrollments have increased to nearly 5,900 students. Currently CTDLC has 37 members including all of Connecticut's public institutions of higher education and 19 private colleges and universities. As of 2002, there are 31 fully-online degree programs which are being offered by CTDLC members, 16 of which were supported by CTDLC's granting program.





	Spring 1998	Fall 1998	Spring 1999	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	% Growth
Courses	9	30	68	87	148	153	216	274	368	362	**4,022%**
Enrollment	106	351	1,016	1,266	2,100	2,411	3,546	4,040	5,846	5,895	**5,561%**

WORKFORCE DEVELOPMENT

Performance Indicator

Number of web-based workforce development programs supported by the CTDLC.

Can the Connecticut Distance Learning Consortium increase the number of web-based workforce development programs?

Data Analysis

The Connecticut Distance Learning Consortium has supported the growth of web-based workforce development programs through its granting program. In FY 2001 and again in FY 2002 the Connecticut Distance Learning Consortium released an RFP to the higher education community requesting online certificate programs that met demonstrable workforce development needs. The CTDLC received help in evaluating these proposals from the Office of Workforce Competitiveness. The program has resulted in eleven funded proposals in FY 2001 and nine in FY 2002, 89% of which went to public institutions or agencies. A total of $500,000 was awarded through this granting program during FY 2001 and FY 2002.

These programs have received grants of $25,000 in the past two years.

FY 2001

Teikyo Post University	Early Childhood Development
Tunxis Community College	Criminal Justice/Corrections
University of Connecticut	Occupational Safety & Health
Three Rivers Community College	Fiber Optics
Naugatuck Valley Community College	Manufacturing Leadership
Central CT State University	Data Mining - Certificate
Quinebaug Valley Community College	Coding - Certificate
University of Connecticut	Health Information Systems
Charter Oak State College	Nurse Refresher Course
Middlesex Community College	Brownfield's
University of Bridgeport	Information Technology - Certificate

FY 2002

Naugatuck Valley Community College	EMT/Paramedics –Certificate
Tunxis Community College	Online Professional Development
Tunxis Community College	Youth in Childcare
Charter Oak State College	LPN Refresher Course
University of Bridgeport	Managing the Digital Enterprise
Tunxis Community College	Changing Workforce
Office of Policy and Management	Nursing Scholarships
Charter Oak State College	Pharmacy Refresher Course
Department of Higher Education	Alternate Route to Certification

COST SAVINGS

Performance Indicator

Cost Savings of Collective implementation of Distance Learning Delivery Systems.

Can the CTDLC create cost savings for its members in technology and support services?

Data Analysis

Part of the CTDLC mission is to create and support a distance delivery infrastructure - servers, learning management software, technical support personnel - and offer it to higher education, thus saving each institution from having to do this on their own. The CTDLC is providing this service to an increasing percentage of Connecticut's institutions. When the legislature first funded the CTDLC, it assumed there would be cost savings if the State invested in the technology and support associated with distance learning in one place rather than duplicating that infrastructure at every college. Over the past several years, the CTDLC has made substantial progress toward that goal. Currently, the **CTDLC is hosting courses for 18 of the 25 institutions offering online courses - 70% of Connecticut's online institutions.**

One recent development that illustrates the advantages to centralized hosting of distance learning technology and services is the CTDLC delivery of the Community College system's Learning Management System. The CTDLC purchased the necessary servers, supplies the bandwidth for Internet access, and negotiated the necessary WebCT licenses at a 30% discount. Because the software is centrally hosted, the Community College System will connect it to their Student Information System (planned for December 2002). The CTDLC will supply technical support to the Distance Learning Coordinators at each school, faculty training, and Help Desk support for students and faculty all for a fraction of what these services would cost the individual schools. **A study reviewed by the Executive Council of the CTDLC shows that centralized hosting has saved the state higher education community approximately $312,000 during FY 2002.**

	Learning Management System	Number of Institutions	Institutional Cost	CTDLC Cost	Savings
Learning Management Systems (cost of software licenses)	Blackboard	5	$37,500	$27,500	$10,000
	WebCT	9	$45,000	$31,500	$13,500
		Total=14	**$82,500**	**$59,000**	**$23,500**
Servers (cost of computer hardware)	Blackboard	5	$40,000	$0	$40,000
	WebCT	9	$72,000	$10,000	$62,000
		Total=14	**$112,000**	**$10,000**	**$102,000**
Tech Support (technical support for institutions)	Blackboard	5	$62,500	$7,500	$55,000
	WebCT	9	$112,500	$13,500	$99,000
		Total=14	**$175,000**	**$21,000**	**$154,000**
Help Desk		Total=5	**$62,500**	**$30,000**	**$32,500**
(support for students)					
Total Savings					**$312,000**

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List of Performance Improvement Targets
By Constituent Unit

Board of Governors for Higher Education

Goal	State Level Indicators	Actual	Target	Comment
1	Percent of CT public high school graduates enrolled in CT higher education	2000 55.8%	2010 60.0%	10 years
	Deferred Maintenance Liability	FY 2002 $147.2 million	FY 2008 $97.2 million	69 Buildings, 4.0 million gsf.
2	College enrollment rate of ConnCap participants	FY 2001 94%	FY 2005 >= 93%	Consistently achieve
	Employment rates of ARC graduates	2001 76.3%	2005 85.0%	
3	Minority enrollment in higher education	Fall 2002 19.6%	18.5%	Parity with state in 5 years - Fall 2006
	Trends in state rankings of tuition & fees	FY 2003		Maintain ranking from FY 2002 in the short-term
	University of Connecticut	9	6	
	Connecticut State University	9	9	
	Community-Technical College Sys.	19	19	
	Change in value of unmet financial aid need	FY 2003 $16.1 million	FY 2007 $14.5 million	5 yrs, reduce by additional 10%
6	Educational Costs per FTE Student	FY 2002 1.7% growth	1.5% CPI	Long-term hold annual growth to CPI or less

List of Performance Improvement Targets By Constituent Unit

University of Connecticut and Health Center

Goal	Common Core Indicators	Actual	Target	Comment
1	Licensure & certification exams			See page UConn 3&4 for other rates
	UCHC—Medical & Dental	FY 02 - 98-100%	95%-100%	
	Nursing Licensure Exam	FY95-00 - 84%	85%	
	Education—Praxis II	FY 02 - 100%	100%	
3	Minority Enrollment	FY 2002		Parity with state
	UConn	16.1%	18.5%	
	UCHC	22.4%	18.5%	
6	Retention rates	Fall 2002		Continue to improve
	Storrs	88%		
	Regional Campuses	77%		
	UConn Combined	85%		
	Graduation Rates - Undergraduates	FY 2002	FY 2004	Improve 1 to 2 percentage points by FY 2004 from FY 2001 rates
	Storrs	70%	69%-70%	
	Regional	41%	39%-40%	
	UConn Combined	63%	62%-63%	

Goal	Institution Specific Indicator	Actual	Target	Comment
1	Research performance	FY 2002	FY 2004	
	UConn	$86.8 million	$100 million	
	UCHC	$80.1 million	$80 million	
	Total	$166.9 million	$180 million	
	CT first-time freshman	FY 2002		No timeframe
	Storrs	74%	70%-75%	
	UCHC Medical	80%	80%-90%	
	UCHC Dental	44%	30%-40%	
2	Teacher employment	FY 2001 - 100%	98%-100%	No timeframe
4	Patents & inventions			See page UConn 20
5	Programs/Publications	FY 2002	FY 2004	
	UCHC Hospital	181,867	185,000	
	UCHC University Medical Group	436,557	390,000	
	UCHC Dental Practice Students	81,590	79,000	
	UCHC Dental Practice Faculty	11,020	11,500	
	Total	711,034	665,500	
6	Post-Baccalaureate Graduation rates	FY 2002	FY 2008	Target for entering class of FY 2000
	Medical	94%	95%	
	Dental	93%	90%	

List of Performance Improvement Targets By Constituent Unit

Connecticut State University

Goal	Common Core Indicator	Actual	Target	Comment
2	Collaborative Activities	FY 2002	FY 2004	Campus details on page CSU-6-7
	CSU System	81	72	
3	Minority Enrollment	Fall 2002		Reach parity with CT over 18 population by Fall 2004
	CSU System	14.9%	18.5%	
	Central	14.1%		
	Eastern	12.3%		
	Southern	17.2%		
	Western	13.6%		
	Real Price to Students	FY 2001		Below peer group
	CSU Sys.	7.33%	< 8.10%	
	Central	7.45%	< 8.97%	
	Eastern	7.32%	< 8.61%	
	Southern	7.22%	< 8.09%	
	Western	7.33%	< 7.39%	
6	Retention Rates	FY 2002		Long-term goal to exceed median for peer group
	CSU System	72%	> 79%	
	Central	74%	> 78%	
	Eastern	76%	> 83%	
	Southern	69%	> 80%	
	Western	69%	> 75%	
	Graduation Rates	FY 2001		Long-term goal to exceed median for peer group
	CSU System	39%	> 45%	
	Central	41%	> 48%	
	Eastern	41%	> 51%	
	Southern	34%	> 43%	
	Western	41%	> 42%	

Goal	Institution Specific Indicators	Actual	Target	Comment
3	Percent student financial aid from state	FY 2001 25.0%	30.6%	Increase to peer group aggregate
	Freshmen CT Residents	FY 2002		Maintain or improve current percentage CSU-14
	CSU System	91%	>= 90%	
5	Graduates who participate in service learning activities...	FY 2001 59%	FY 2005 65.0%	
6	Ratio operating exp. to instruction, academic support, student services -	FY 2001		Maintain or exceed peer group, whichever is higher, no time frame CSU-26-27
	CSU System	59.4%	>= 61.0%	
	Central	59.3%	>= 59.3%	
	Eastern	53.5%	>= 59.3%	
	Southern	65.8%	>= 68.8%	
	Western	53.9%	>= 58.1%	

List of Performance Improvement Targets By Constituent Unit

Community-Technical College System

Goal	Common Core Indicators	Actual	Target	Comment
1	Licensure & certification exams	FY 2001		Maintain or exceed, no time frame, CTC-5
	Nursing	94%	>= 75%	
	Dental Hygiene	100%	>= 75%	
3	Minority Enrollment	Fall 2002		Parity with State's population percentage among college age students CTC-19
	CTC System	29.9%	18.5%	
	AS NW QV	11.2%		
	CA GA HO	49.5%		
	MA NV NK	27.8%		
	MX TR TX	16.4%		
	Real Price to Students	FY 2001		Below Peers
	CTC System	3.5%	<4.0%	
4	Degrees conferred by Credit Program	FY 2002	FY 2003	
	CTC System	3,958	4,000	Annually
5	Non-credit registrations	FY 2002	FY 2003	1% annual increase
	CTC System	69,016	69,700	
6	Retention Rates	FY 2002	FY 2003	1% annual increase
	CTC System	59%	60%	
	AS NW QV	61%	62%	
	CA GA HO	55%	56%	
	MA NV NK	57%	58%	
	MX TR TX	59%	60%	
	Graduate Rates	1998 Cohort	1999 Cohort	1% annual increase
	CTC System	13%	14%	
	AS NW QV	18%	19%	
	CA GA HO	15%	16%	
	MA NV NK	10%	11%	
	MX TR TX	16%	17%	

Goal	Institution Specific Indicators	Actual	Target	Comment
1	Student Goals	Fall 2002		Survey Response Rate, no time frame
	CTC System	21%	50%	
	Specialize Accreditations	Fall 2002		
	CTC System	46	46	Maintain 100%
4	CETC	FY 2000		Maintain or exceed, no time frame
	Employment Rate	77%-83%	>= 75%	
	Retention in Employment	94%-96%	>= 75%	
5	Non-credit Headcount	FY 2002	FY 2003	1% annual increase
	CTC System	45,594	46,050	
6	Enrollment by Credit Program	Fall 2001		Maintain Fall 2001 enrollment levels
		42,642	42,642	

List of Performance Improvement Targets
By Constituent Unit

Charter Oak State College

Goal	Common Core Indicators	Actual	Target	Comment
1	Licensure & certification exam performance	Fall 2001 80%	90%	
3	Minority enrollment compared to state minority population 25 years & older	FY 2002 20.0%	16.3%	Parity with state
	Percent operating expenditures from state support	FY 2002 54.2%	>= 60%	No timeframe
6	Retention rates	FY 2002 66%	>= 75%	Maintain, no timeframe
	Graduation rates	FY 2002	FY 2006	
	Bachelor's	47%	50%	
	Associate's	62%	50%	

Goal	Institution Specific Indicators	Actual	Target	Comment
1	Graduate preparedness for employment	Fall 2001 84%	FY 2006 85%	
	Graduate preparedness for Further Study	Fall 2001 95%	FY 2006 90%	
	Graduate satisfaction with outcomes	Fall 2001	FY 2006	
	think logically	95%	80%	
	write effectively	99%	80%	
	quantitative skills	88%	75%	
6	Student satisfaction with programs, policies and services	Fall 2001 98%	>= 90%	Maintain, no timeframe

CTDLC

Goal	Institution Specific Indicators	Actual	Target	Comment
1	Student Satisfaction with Online Learning	Spring 2002 85%	2008 90%	Average overall level of satisfaction

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